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ABSTRACT

This report presents a summary of exploratory interviews with teachers and educational policy makers conducted to identify issues, problems, and opportunities for constructive change in inservice teacher education (ISTE). Teachers were questioned on (1) feelings toward ISTE in general (relevance, definition, and organization); (2) roles of entities responsible for ISTE; (3) the definition of substance, with emphasis on professionalism, preferences for training objectives, and differences in experience; (4) incentives and convenience of training; (5) issues concerning the training process: who should be trained? When? Who should conduct the training? and Who should evaluate the training?; (6) how to develop connections between teacher needs and available programs; (7) the "ownership" of ISTE; (8) issues concerning mainstreaming, and (9) multi-ethnic/bilingual education; (10) emphasis on humanistic education; (11) alternatives to present fiscal support programs; (12) problems in ISTE organization and governance; and (13) problems in creating natural and planned variation experiments in inservice teacher education. Educators concerned with the formation of educational policy at the state and national level perceived many of the same problems with ISTE as did the classroom teachers. A comparison of the answers of teachers and educators on the ISTE question reveals a widespread frustration with the lack of efficacy of inservice teacher education programs which seems to be due to structural reasons. It was concluded that the first step in determining the future of ISTE will be to solve the problem of organizing the various groups who have an interest in inservice teacher education into a single structure allowing for diversity but at the same time maintaining common goals and means for attaining

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REPORT II

Interviews

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with Waterman & Baker

ISTE

REPORT II

Interviews

Perceptions of Professionals and Policy Makers

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June 1976

Palo Alto, California

ISTE

REPORT II

INTERVIEWS:
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STATES IN WHICH INTERVIEWS WERE CONDUCTED

Alabama
Arizona
California
Colorado
Connecticut
Florida
Georgia
Hawaii
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
South Carolina
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin

District of Columbia

HISTORY AND STRUCTURE OF THE ISTE PROJECT

This report of a study of the perceptions about inservice teacher education (ISTE) of professional educators in the field and educational policy makers is one of five monographs on issues related to inservice teacher education produced by the ISTE Project. The study was commissioned by the National Center for Education Statistics of DHEW in 1975. It was performed jointly by staff members of the Stanford Center for Research and Development in Teaching and the staffs of five Teacher Corps Recruitment and Technical Resource Centers. The work was coordinated by Bruce Joyce of the Stanford Center for Research and Development in Teaching and Lucy Peck of Hofstra University.

The goal of the work reported here was to develop contributions to a conceptual structure of inservice education from the perceptions and concerns expressed by educators and policy makers. Such a conceptual structure would clarify the existing status of inservice education, point to questions on which information is needed, and identify issues which may require further observation and/or analysis by practitioners and researchers.

The results reported herein are based on an analysis of loosely structured interviews: Interviews were conducted with a panel of 1,016 persons in these categories: teachers (43 percent), other school district personnel (18 percent), college of education faculty (19 percent), higher education administrators (6 percent), teacher organization representatives (3 percent), and others concerned with education, including community representatives (11 percent). The panel represented all regions of the country and a variety of demographic characteristics, although it was not a random sample. The interviews were held by the five RTR Centers of Teacher Corps and consisted of conversations about the interviewee's perceptions of topics concerning ISTE, organized by the interviewer's use of a common guide for recording responses and prompting participants. The responses were analyzed through a content analysis procedure designed to permit categorization of the varied free replies received on asking open ended questions.

In addition interviews were held with about 200 experienced educational policy makers on the state and national level. These data were analyzed and interpreted by project staff and are presented in the report in descriptive text and a schematic representation of a possible model for ISTE.

Nine overall topics representing data needs and issues to be explored in inservice education were employed in the analysis. These were: incentives and motivation, responsibility for the organizational structure of ISTE, instructional personnel for ISTE, priorities and obstacles, deciding participation and evaluation of individual teachers as trainees in ISTE, definition of ISTE, contemporary issues, participation: state of the field, and developing appropriate fiscal arrangements.

It was found that the more specific the issue discussed, the more diverse the range of opinions. Occupational role was frequently an important variable in response, but sex and geographic region apparently did not affect responses substantially.

Generally, interviewees were not satisfied with the present state of ISTE, but were convinced that it is a necessary enterprise. In discussing specific current problems with ISTE, respondents stressed organizational difficulties over strictly monetary or time problems. When discussing roles in ISTE, the respondents most frequently recommended that primary responsibility be placed (a) in the hands of teachers alone, or, depending on the specific responsibility, (b) in collaborative arrangements between teachers and LEAs and (sometimes) institutions of higher education. Determination of the content and process and evaluation of ISTE were seen as a responsibility of teachers or teachers working cooperatively with other groups. Over a third of the respondents felt teachers should have decision-making power over ISTE at the local level, and another third saw it as the responsibility of teachers, administrators, and LEA personnel jointly.

The ideal purpose of ISTE was identified as providing better professional development for classroom teachers, by a plurality of respondents in each type of position. Training objectives suggested were numerous, including individualization of instruction, special education, multi-cultural and bilingual education, humanistic emphasis - and a very large number of others. The experience with ISTE was mixed - roughly one-third of the respondents reported "Fair" or "Poor", about one-third "Very Good" or "Excellent" and another third did not discuss this topic.

Teachers report that they have participated in ISTE programs primarily "to fulfill requirements" and for professional growth, although some said more specifically, "in response to students' needs." Preferred benefits for teaching in ISTE are, in order, "supplementary pay", "released time" and "inclusion in regular teaching load."

Training should be required of all teachers, according to respondents of all types. Variations on the theme suggested cyclic training with selective assignments of individual teachers according to need. The timing (within school hours, afternoons, evenings, weedends, summers --) is a topic of wide disagreement. The respondents prefer having as trainers either university staff or live teachers. The selection of training activities should be by teachers, say the teachers. Other groups responding felt teacher self-diagnosis is important, but recommended a combination strategy in which LEA requirements and principal/supervisor advice should also enter the choices. Evaluation of ISTE by teachers was favored, though considerable support was expressed for joint evaluation by teachers and school administrators. The concept of competency-based teacher education is broadly accepted, though a number of respondents expressed some reservations.

The "interface" problem - relating training to the on-the-job needs of teachers - was seen as a critical unsolved problem in ISTE. In particular, the timeliness need may have important implications for ISTE organization. Data for comparative analysis of alternatives is an important apparent need in the early future.

"Ownership" of ISTE, which seems to be shifting from Institutions of Higher Education, is another of the critical issues. Descriptors to classify the various forms are needed, as a basis for accumulating evaluative evidence.

Training of classroom teachers to deal more effectively with handicapped children ("mainstreaming") and multi-ethnic/bilingual children are very generally agreed to be important and widely needed.

The problem of comparing fiscal arrangements looms large. Experience is sufficiently limited with many of the alternatives so that the appropriate measures to be observed and recorded have not necessarily been completely recognized. This is intertwined with the issue of division of ISTE functions as between different levels of responsibility for public education, partly in light of the resources now available which could contribute to increased effectiveness of ISTE.

We conclude that conscious experimentation, with planned variations in the characteristics of ISTE demonstration models would contribute to remediating present deficiencies in ISTE. The relevant characteristics include governance, means of "interfacing", assignment of responsibilities for content and other elements, kinds of trainers, format, and funding.

Policy makers in education regard ISTE as ineffective but important, needing change. In particular, the limited numbers of new teachers likely to enter the system over the next decade means that change must come about through present teachers.

Policy makers perceive problems on the part of all the entities involved in ISTE in subordinating self-interests to attainment of genuinely effective ISTE. They identify needs of different and not fully consistent kinds: for local control and evaluation, decentralized to a major extent to the teachers themselves..and for district level multi-year planning and priorities, mandating inservice education to build the competencies required by the district as a whole, and with external objective evaluation of the ISTE.

They see mainstreaming as posing major new needs for ISTE. Policy makers cite needs for much more data about ISTE, its settings, characteristics, costs, and outcomes in terms of teacher behavior as well as their attitudes.

In looking to next steps, at least three distinct models for ISTE appear to be emerging, which offer some promise for comparisons and contrasts which will no doubt lead to variants and perhaps to entirely new models. Organizing the groups concerned with ISTE for some unified and cooperative approach to common goals in ISTE, without curbing diversity of expression and of experimentation, seems urgent.

INTRODUCTION

In order to think effectively about inservice teacher education in the United States, it is necessary to realize that there presently exists a huge and complex organization for accomplishing inservice purposes. There is such a great discontent with inservice education that many professionals and nonprofessionals regard it almost as though it did not exist. This is not the case, however. As unsatisfactory as inservice education appears to have been, or may be, over half of all United States teachers presently hold Master's degrees, while about five percent of the total instructional staff of schools have received a Doctorate Much of the instruction teachers have received has come from college-based and school district-based programs of inservice education. Presently, there are nearly forty-five thousand education professors in the United States. Possibly three-fourths of them are engaged at least part-time in inservice education activities. In addition, the best evidence we are able to obtain indicates that there are nearly forty thousand consultants or supervisors of education whose primary tasks include inservice education. Therefore, we estimate that there are seventy to eighty thousand educational personnel presently engaged full-time or part-time as instructors in inservice education. This is nearly one instructor for every twenty-five teachers presently holding positions; that is, if each instructor conducted only one course or other experience per year for twenty-five teachers, every teacher in the United States would be engaging in inservice education of some sort or other. It is highly probable that the average consultant or supervisor staffs more than one such course or course-equivalent each year.

Moreover, consultants and supervisors of education are by no means the only personnel involved as instructors in inservice education. There are just short of one hundred thousand principals and vice principals in the seventeen thousand school districts of the nation; that is, there is one for about every twenty or twenty-one classroom teachers. One of the tasks assumed by principals and vice principals is helping their teachers grow in professional competence. Even if the proportion of the time they spent in such inservice activities were as little as ten percent, the effort expended would be enormous. Reliable data about the actual professional development services provided by principals and vice principals clearly should be collected.

Also, nearly fifteen thousand nonsupervisory instructional personnel occupy positions as reading instructors, media and communications experts, and other specialists whose duties include serving as support personnel for teachers.

Thus, there may be as many as a quarter of a million persons in the United States whose formal jobs in education require them to engage as instructors in some form of inservice activity. This is about one instructor for every eight teachers.

The estimates above do not include team leaders and other persons who have formal or informal supervisory roles within the classroom. There may be tens of thousands of these persons. Again, we do not have reliable estimates. In addition, department chairpersons, especially at the secondary level, participate to some degree in the inservice domain.

In addition, as we will see presently, possibly as many as twenty-five thousand teachers each year participate in courses, workshops, or other events in which the teachers themselves are the instructors. Each year many practicing classroom teachers help other teachers acquire the competencies which they have learned in their roles as teachers. Beyond this, a great many teachers work with aides, helping to define their roles and supplying them with informal training on the job.

This extensive effort and investment in inservice teacher education contrasts sharply with the general impression, previously mentioned, that inservice education is weak, impoverished, and a relative failure. Most districts and higher education institutions evidently believe that more funds are urgently needed to develop adequate staff development programs. Further, if the above estimates are at all reasonable, it appears that a tremendous amount of training activity in the United States is failing to produce adequate results. If one out of eight of all educational personnel is trying to help others in the field grow professionally, and yet leaders in the field feel a larger investment is required, then we need to look closely at the present patterns of inservice training, problem areas, and potential solutions.

The reduction of teacher turnover due to the end of the era of rapid expansion of the school system and the tendency of teachers to remain longer in their positions makes the improvement of education increasingly dependent upon the upgrading of competence in present educational personnel. Expansion and intensification of inservice efforts are widely forecast. In addition, changes in structure are advocated by many to change the governance of inservice teacher education (especially to include teachers and members of the community), its incentive system, and its substance, process, and staff.

The present report is based on interviews with educational personnel and policy makers in varied settings throughout the country. These interviews were undertaken to help identify data needs and major issues in inservice teacher education as part of the "conceptualizing phase" of a series of investigations to uncover the facts in the area and obtain opinions on the issues. This is, thus, not a report of a questionnaire survey to elicit answers, but the result of exploratory interviews conducted to identify questions and to orient subsequent surveys. Unlike a survey, where the objective is to obtain replies to standardized questions under standard stimuli, the object of these interviews was to evoke reactions which identify fairly exhaustively the perceived issues, problems, and opportunities for constructive changes in ISTE. For a survey, a sample of respondents representative of the universe of interest is crucial; for this content analysis, inclusion on the panel of respondents having a broad range of backgrounds and points of view is more important. The interviews help us learn what to ask in the questionnaire phases of the series of studies of inservice teacher education.

ISTE

REPORT II: PART ONE

THE STUDY APPROACH

DEVELOPMENT OF THE INTERVIEW PROCESS

In late June of 1975, the National Center for Education Statistics funded the five Recruitment and Technical Resource (RTR) Centers of Teacher Corps to carry out the conceptualizing phase of the inservice teacher education project. One purpose of the project was defined as the identification of major dimensions of inservice teacher education about which data are needed in order for decisions to be made in that area.

The Directors of the RTR Centers first conducted a set of unstructured interviews to determine whether the categories of interviewees would respond readily and fluently with minimal prompting. During August of 1975, seventy-five interviews were carried out. All categories of interviewees responded comfortably, had much to say, and identified many data needs. It also appeared that the interviews fell naturally into stages in which prompting could be useful to insure coverage of the dimensions of inservice education.

After the feasibility of this interviewing approach was established, each RTR Center, under the supervision of its Director, prepared to conduct a series of interviews in its region of the country. A group of interviewers, including teachers, higher education personnel and school administrators was assembled. Each Center developed a plan to contact the sets of populations considered to be important sources of information. The resulting geographical distribution of the interviewees is charted in Appendix A.

On the basis of the findings of the preliminary needs interviews, two loosely structured interview guides were developed for the main study. Project personnel constructed a training tape and sent transcripts of it to the widely dispersed interviewers to help them conduct the interviews in a reasonably standard way. The interview guides were carefully designed to impose minimally on the interviewees. However, "prompts" were included so that the interviewers could be sure the interviewees would explore a reasonable variety of the dimensions of the inservice teacher education problem.

Between September 1 and November 1 of 1975, the consultants and staffs of the RTR Centers conducted 1,016 interviews with categories of educational personnel as follows: 435 or 43 percent were teachers; 187 or 18 percent were school district personnel other than teachers; 197 or 19 percent were college of education faculty; 64 or 6 percent were higher education administrators; and 29 or 3 percent were teacher organization representatives. The remainder were community members and other people concerned with inservice teacher education.

In addition to these "on the line" teachers, administrators and other personnel, the study explored the viewpoints of educators concerned with policy formulation at the national and state levels. About two hundred decision makers were interviewed in state capitols, Washington, D. C., and New York City. These included members of state legislatures and legislative assistants; senior level State Department of Education officials; officials of the National Institute of Education, the U. S. Office of Education and of foundations; persons working on legislation at the national level; and state and national officials of teachers' organizations. These interviewees, being professionally involved with policy formulation, were in a particularly strong position to comment on issues related to inservice teacher education. To ensure candid and full responses, confidentiality was guaranteed to participants. The results of these interviews were consequently treated as a whole; they are reported in Section III of this report.

DESCRIPTION OF THE INTERVIEWEES

The 1,016 persons who were interviewed in the primary study of "on the line" personnel represented a wide range of data users within and without the education sphere. The investigators attempted to ensure that most of the major segments of the American population professionally concerned with education would be represented in the interviews. However, the interview sample does not represent in any way a random sample of the population. While the personnel from each region arranging the interviews were instructed to include as many people from the major segments of the population as possible, a random sampling plan was not utilized. The persons interviewed probably represent fairly adequately the major population group of the United States, although some sectors are somewhat under-represented, notably the Mexican American population.

LOCATION: The interviewees were recruited in the five regions of the country served by the RTR Centers of Teacher Corps. They included educational personnel from forty-three states and the District of Columbia. Of the persons interviewed, 52 percent were from urban areas, 19 percent from rural areas, and 20 percent from suburban areas. About one hundred of those interviewed represented institutions which contain Teacher Corps sites[*] resulting in a panel somewhat biased toward institutions having a large percentage of personnel serving the urban and rural poor.

The persons who were interviewed represented almost equally the various regions of the United States. Of the 1,016 persons interviewed in all, about 220 were on the West Coast, about 200 in the Midwest, about 200 in the East, about 200 in the Southeast, and about 200 in the Southwest.

EDUCATIONAL EXPERIENCE: Over ninety percent of the professional educators who were interviewed have worked in education for a considerable period of time. Nine percent of the personnel (92) have worked in education between zero and three years; 23 percent (235) have worked in education from four to nine years; 36 percent (362) have worked in education from ten to twenty years; and nearly a quarter of the sample (24 percent or 246) have worked in education for more than twenty years. It is clear that the bulk of the teachers and school administrators interviewed have been in education more than four years, with almost sixty percent of the sample having been in education more than ten years. Thus, most of the persons who were interviewed have had considerable experience in the public school arena. This insured sufficient experience to provide perspective, but also biased the panel toward older respondents. However, since almost one hundred (nearly all of them teachers) of the persons interviewed had worked in the education field for three years or less, we were able to compare the kinds of issues and problems identified by less experienced teachers with older, more experienced educators.

ETHNICITY: Twenty-five, or 3 percent, of the persons interviewed were Native Americans; 605 or 60 percent were of Caucasian origin; 6 or 1 percent were Asian Americans; 206 or 20 percent of those interviewed were Black Americans; 16 or 2 percent of the persons identified themselves as Mexican

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[*] An exact total is not available because records of individual respondents were not maintained in the data file.

Americans; and 154 or 15 percent of the sample declined to be identified by ethnicity. With respect to the American population in general, the Native Americans are slightly over-represented, as are Black Americans. Mexican Americans and Asian Americans are slightly under-represented.

SEX: Within the educational role groups, nearly three times as many of the teachers were females as males -- 315 to 116 -- whereas in the category of school administrators, males outnumbered females 147 to 136. More than twice as many of the higher education faculty were males as females (132 to 62), and four times as many of the higher education administrators (51 to 12) were males. The teacher organization representatives were almost evenly divided between males and females (16 to 13).

Of those identifying themselves, 519 or 51 percent of the sample were males and 478 or 47 percent females. For the remainder of the sample (19) sex was not identified on the interview guides. Males are somewhat over-represented considering that although most school administrators and the majority of the members of other groups are males, something over sixty percent of the population of teachers is female.

CONDUCT OF THE INTERVIEWS

The interviews of working professionals followed a loosely-structured guide (see Appendix B). Interviewers were asked to state the objectives of the interview and then ask the interviewee to discuss inservice education and data needs from his or her own perspective. The guide served as a structure for recording responses and as a "prompter"; that is, if the interviewee appeared to need stimulation to talk, the interviewer would refer to the guide and probe more deeply into the topic or raise other topics from the guide.

The procedure, involving so many persons in such a broad geographical area, was only moderately standardized. Interviewees were free to choose the issues they would discuss and to avoid any area they chose. Thus, the issues which were discussed varied considerably from interview to interview.

The interviews with experienced policy makers were conducted differently. Prior to the interview, the policy maker was given a "question stimulator" (see Appendix B), to stimulate ideas and opinions about inservice teacher education. The interviewee was then asked to talk generally about

ISTE data needs and related important issues. The interviewer kept notes and occasionally invited the policy maker to expand on a particular topic.

The written protocols were analyzed by Michael McKibbin of San Jose State University and Bruce Joyce of the Stanford Center for Research and Development in Teaching. They did not perform a formal content analysis of the type used on the results of the interviews with line professionals in the field. In this case, each read the reports, and then jointly they discussed their overall impressions and formulated conclusions about the issues and data needs presented in this set of interviews.

THE CONTENT ANALYSIS

The interviewers visited the interviewees where they work -- in schools, colleges, offices, and state and federal buildings. Copious notes were recorded on the interview guide during the interviews. These were sent to the Recruitment and Technical Resource Center at the University of Southern California or the Stanford Center for Research and Development in Teaching. There, a research team headed by Richard Diaz at USC and Kathleen McNair at Stanford categorized the responses using the principles for content analysis presented in Gerbner, *et al.*[*] Altogether, ten research assistants were trained to analyze the interview guides. They carried out the analysis during November 1975, using the categories listed in Appendix B.

The topics to be categorized represented data needs and issues in inservice teacher education as perceived by the project staff. The completed interview guides were read and the responses to each topic classified. Altogether, nine topics were employed in the analysis. These were:

(1) Incentives and Motivation
(2) Responsibility for Organizational Structure of ISTE
(3) Instructional Personnel for ISTE
(4) Priorities and Obstacles
(5) Deciding Participation and Evaluation of Individual Teachers as Trainees in ISTE
(6) Definition of ISTE
(7) Contemporary Issues

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[*] Gerbner, Ed., *et al.* *The Analysis of Communication Content: Developments in Scientific Theories and Computer Techniques.* (New York: Wiley, 1969).

(8) Participation: State of the Field

(9) Developing Appropriate Fiscal Arrangements

If an educator discussed one of the above topics, the interviewer recorded the fact, and classified the discussion content according to the issue mentioned. For example, if the topic of Incentives and Motivation was discussed, the content of the discussion would be classified under one of the following categories:

(1) Present arrangements do/do not provide adequate incentives for teachers to participate enthusiastically in ISTE activities

(2) Major shortcomings of present arrangements

(3) Suggestions for improving the "incentive system"

(4) Chief obstacles to reform in the area

(5) Issues and problems perceived in improving incentive system

Next, the interviewee's stance on the particular issue discussed was recorded. For example, if the interviewee mentioned lack of provision for released time as a shortcoming of the incentive system, that stance was recorded under the issue of "major shortcomings of present arrangements." If an entire topic or an issue related to a topic was not discussed, or the interviewee indicated he had no opinion on the matter, the "Did not know/Did not discuss" category was recorded.

Most of the interviewees discussed a majority of the topics. The number whose responses were categorized "Did not know/Did not discuss" is presented in Table 1.

Table 1

"DID NOT KNOW/DID NOT DISCUSS" RESPONSES TO MAJOR TOPICS

(ALL POSITIONS)

TOPIC	DID NOT KNOW		DID NOT DISCUSS		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Incentives and Motivation	11	1	112	11	123	12
Responsibility for Organizational Structure of ISTE	4	**	61	6	65	6
Instructional Personnel for ISTE	8	1	171	17	179	18
Priorities and Obstacles	15	2	134	13	149	15
Deciding Participation and Evaluation	9	1	86	8	95	9
Definition of ISTE	10	1	113	11	123	12
Contemporary Issues	13	1	252	25	265	26
Participation: State of the Field	2	**	277	27	279	28
Developing Appropriate Fiscal Arrangements	22	2	229	23	251	25

This report is based on the results of the analysis described above. Because the persons interviewed occupy so many different professional positions, most of the results are interpreted in terms of position.

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* Percentages in this and other tables in this report are rounded to the nearest whole percent.

** Less than one-half, but more than 0.

ISTE

REPORT II: PART TWO

PERCEPTIONS OF EDUCATORS:
INSERVICE EDUCATION ISSUES, PROBLEMS, OPPORTUNITIES

CONSISTENCY AND DIVERSITY IN RESPONSES

We found that the more specific the issues discussed during the interviews, the more diverse were the opinions offered by the interviewees. The issue of the objectives of inservice teacher education is an example of a specific area which drew a broad range of responses. About 10 percent of the interviewees mentioned individualized instruction as a large need; nearly 4 percent mentioned special education as a need; over 4 percent mentioned multicultural/bilingual education as an objective; and about 15 percent mentioned various humanistic objectives of education. Almost 60 percent of the responses were not categorizable, representing small numbers of persons advocating particular objectives.

SEX AS A VARIABLE IN INTERVIEWEE RESPONSE: On the whole, sex differences were not very noticeable among the opinions and reactions discussed in the interviews. The sample was almost evenly divided between males and females (519 males to 478 females) and within ethnic groups the distribution was about equal as well. The males had slightly more experience in education in terms of years in the field, but not significantly so. Males and females appeared to be about equally satisfied or dissatisfied with inservice teacher education and tended to divide in a similar way when giving reasons as to why inservice education is having difficulty. They also tended to split similarly on the various issues concerning incentives. These parallel patterns of response tend to contradict the hypothesis that males and females view their professional lives very differently from one another, at least to the extent that these topics probe their views of their professional lives. Both sexes tended to identify the same kinds of obstacles to reform, agreeing that organization is one of the major problems in making inservice education effective. Males, somewhat more often than females, felt that teachers should have the more prominent role in the future of inservice teacher education, and males tended to resort to organizational solutions to problems more frequently than did females. But the differences, again, were not large. They virtually agreed about the issues of evaluation.

LOCATION AS A VARIABLE IN INTERVIEWEE RESPONSE: Region of the country -- the west, northeast, southeast, Great Lakes area, midwest -- also had little influence on the responses, although there were some surprising exceptions. The persons interviewed in the midwest tended to be significantly more negative in their attitudes toward inservice education than did the others, especially in the direct questions regarding the quality of the inservice effort. The Great Lakes area responded differently with respect to some of the problems of inservice education. In general, however, there were no contrasts that would suggest that the regions had been interviewed significantly differently or that there were strong region-related differences. Since different interviewers worked in each region, it is conceivable that some real differences among regions might have been masked by interviewer interpretations which tended toward a common view. On some particular items there were differences, but the general responses to the interviews were very similar across the country. The analysis of the data presented here was carried out at the national level, in order to examine the detailed responses by categories. However, the results should be read with the understanding that a given reply in some cases might have a somewhat different meaning in one region than in another.

ISSUES AND DATA NEEDS

The results of the interviews are reported in terms of the issues and data needs that emerged during the discussions of the nine topics listed in the previous section with the educators in the field. These needs and issues, as they will be discussed in this analysis of the results, include:

(1) Feelings about the overall enterprise of inservice education: its relevance, definition, and organization.

(2) The roles of the entities responsible for inservice education, such as school districts, institutions of higher education, the community (formally and informally organized), state departments of education, and state and national legislatures.

(3) The definition of substance, with an emphasis on professionalism, preferences for training objectives, and differences in experience with inservice education.

(4) Incentives and convenience of training, including issues about money, time, opportunity to train, and the utilization of credential-oriented incentives versus other possibilities.

(5) Issues concerning training: who should be trained, when training should take place, who should conduct the training, what training should deal with, who should evaluate trainees, and for what purpose(s) evaluations should be used. This includes issues concerning competency-based teacher education (inservice teacher education organized around a definition of specific competencies derived from the roles of teaching).

(6) The interface between training and the teacher, including alternative ways that teachers can obtain inservice education, be helped to diagnose their needs, and relate to trainers who understand their problems.

(7) The "ownership" of inservice teacher education--where it has been and where it is going.

(8) Issues concerning "mainstreaming" of youngsters who have various types of educational handicaps.

(9) Issues concerning multiethnic/bilingual education.

(10) Emphasis on the humanistic approach to education.

(11) Preferences for alternative fiscal arrangements to support inservice activities.

(12) The problems involved in establishing the correct levels of organization and governance for the inservice teacher education enterprise.

(13) Problems of creating natural and planned variation experiments in inservice teacher education.

Each of these topics will be considered, both in terms of the major issues and concerns that appeared during the interviewing process and the data needs which should be addressed by a general survey of educational personnel, community members, state and county departments of education, and legislators and legislative assistants concerned with this area.

FEELINGS ABOUT THE OVERALL ENTERPRISE OF INSERVICE TEACHER EDUCATION

Two general trends in respondent opinions emerge from the interview data. The first concerned the adequacy of inservice teacher education at present.

HOW SATISFACTORY IS ISTE?: In most cases, interviewees were asked directly whether they felt inservice teacher education was satisfactory as it presently functions. The general responses are presented in Table 2, subdivided by position.

Table 2

SATISFACTION WITH PRESENT STATE OF ISTE BY PERCENT WITHIN POSITION

CATEGORIES	POSITION				
	Teacher	School Adm.	IHE Faculty	IHE Adm.	Teacher Org. Rep.
Satisfied	16%	14%	5%	9%	3%
Not satisfied	62	62	68	67	76
Did not know/ Did not discuss	14	13	20	11	17

Clearly, the overall response was dissatisfaction, with about two-thirds of the people interviewed answering unequivocally "not satisfied," while fewer than one-fifth of those commenting answered "satisfied." Many nonrespondents to this query were persons who may be relatively far removed from teacher education, including some college faculty members.

Teachers and school administrators were somewhat less dissatisfied with inservice education than other categories of interviewees. Teacher organization representatives were the most negative (few said inservice education was satisfactory and three-fourths expressed definite dissatisfaction). However, even those who reported general satisfaction often added such qualifiers as, "It's not bad considering its inherent problems." A good many of the interviewees stated outright their feeling that the inservice enterprise is a "disaster," while others were more mild. The overall impression of ISTE was negative.

HOW NECESSARY IS ISTE?: The second trend was that, even while disparaging its current state, nearly everyone interviewed expressed the conviction that inservice education was very important and that it should continue and be improved. No one stated that inservice education should be eliminated. Only about five percent of the interviewees felt, when asked directly, that there is little need for ISTE (see Table 3).

Table 3

PERCEIVED NEED FOR ISTE PROGRAMS BY PERCENT WITHIN POSITION

CATEGORIES	POSITION				
	Teacher	School Adm.	IHE Faculty	IHE Adm.	Teacher Org. Rep.
Yes; there is need	69%	66%	65%	70%	72%
No; there is no need	6	9	3	3	14
Did not know/ Did not discuss	17	19	23	16	7

Two-thirds or more of all categories: the teachers, school administrators, college faculty, college administrators, and teacher organization representatives, stated directly that inservice education is needed, and most stated that it is needed badly. Those who felt it was not needed were most numerous among teacher organization representatives.

The majority of people in all positions felt strongly about the importance of ISTE to the improvement of education, while perceiving it to have problems.

A PROBLEM OF LANGUAGE AND CONCEPTS: Although inservice education is a pervasive activity, professionals do not appear to have a common language for discussing it.* It is clear from the interviews that there are a variety of meanings associated with the term "inservice teacher education" and that many have negative connotations. When the interviewees were asked to define inservice teacher education, about thirty percent defined it in terms of providing services for teachers. On the less positive side, about fifteen percent of the interviewees implied that it lacks organization, about twenty percent employed a phrase or term implying that it is inadequate in process or substance, and about five percent indicated that it is "management directed" (with a pejorative connotation). The remainder of the persons who were interviewed offered definitions ranging from "an attempt to meet the individual needs of teachers" to "an attempt to control the organization of education through training." A wide diversity of definitions characterized the interviews as a whole, giving an overall impression of vagueness and generality.

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*We noted this both in the oral language of the interviews and in the literature. Report III of this series contains an extended section on the problem of definitions.

Obviously, there is no simple, easily agreed upon way of thinking about the problems of inservice education, and the pervasive negative feelings about it further confound the discussion. It seemed clear from the interviews that there are structural problems which affect the entire "system" of inservice education. The interviewees conveyed this with a variety of languages and concepts. Poor planning and organization were probably the most frequently mentioned defects, although many questions were raised about its relevance to the job of teaching.

ORGANIZATIONAL PROBLEMS: In all discussions about inservice programs, problems of organization were persistently mentioned. Frequently, for example, the incentive system used to induce teachers to participate in inservice programs was criticized. A number of suggestions were offered for improving the incentive system. About a third of the respondents suggested that "Better Planning and Organization" were needed, and specifically mentioned more teacher input into ISTE, ISTE more relevant to local needs, better integration of training into ongoing school activities, and more future oriented ISTE. A smaller number mentioned "more individual concern" including immediate application of ISTE, professional recognition, and personal satisfaction (16 percent), "Better Time Arrangements" (Released Time) (15 percent), or "Monetary Compensation" (12 percent). A few suggested a combination of "better time arrangements and monetary compensation."

The emphasis on lack of organization was pronounced among all interviewee categories. About the same percentage of teachers, school administrators, higher education faculty, and higher education administrators noted poor planning as an obstacle to teacher participation in ISTE. The percentage from each position mentioning a lack of concern for the individual was also similar. Better time arrangements and monetary compensation were mentioned less frequently by persons in each type of position.

SUMMARY REMARKS: Overall, these data give the impression that the means for designing and implementing productive staff development programs exist, but that somehow organizational characteristics have frustrated efforts to make it function effectively. Differences in language and concepts have also probably retarded the efforts of the profession to clarify and improve ISTE.

An example of this ambiguity is the relative lack of agreement about the obstacles to the improvement of ISTE. Around twenty-five percent felt the chief problem was lack of local, state and federal financial assistance on the part of teachers in particular. Around fifteen percent of the total group felt the main problem was one of general "Negative Attitudes"--apathy, mistrust, and so forth. Between five and ten percent each attributed difficulties specifically to "Lack of Teacher Support" or to "Lack of Support from LEAs." Negative attitudes were attributed to school administrators by six percent of the group.

There were no substantial differences among categories of respondents, although the school administrators accused themselves somewhat less than the others, and the higher education administrators tended to blame school administration a little more than average. No representative of any teacher organization suggested that teacher attitudes were an obstacle. A lack of financial assistance was cited as the greatest handicap to better ISTE by over half of the teacher organization personnel and about a third of the school administrators and higher education administrators. The line personnel--teacher and college faculty--tended to give the lack of money slightly less priority.

A general feature of the results is that the four groups tended to view most of the major issues similarly. It is interesting to find teachers, school administrators, and institution of higher education faculty and administrators presenting such compatible profiles, when it is often assumed they see things quite differently.* It seems, rather, that their conceptions about this and other problems of ISTE are somewhat congruent.

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*For other discussions of this phenomenon, see the section in Report III of this series, the review of the literature, titled "Collaborative Arrangements," and Report IV, Creative Authority and Collaboration.

THE ROLES OF THE ENTITIES

As indicated in other reports in this series,[*] one of the major current movements in ISTE is toward development of consortia of higher education institutions, local education agencies, teacher organizations, teachers as individuals, and community groups to create new agencies which will actually administer inservice education. Before the last ten years, most inservice efforts were directed toward degrees and credentialing. Preservice education resulted in either a Normal School Diploma, a Bachelor's degree in education, or a Master of Arts in Teaching. Over time, many teachers worked toward a Master's degree, or perhaps a Doctorate, in order to obtain increases in salary or to qualify themsevles for specialties within the profession. The specifics of inservice education typically were organized at the discretion of the higher education institutions offering most of the degree courses. The degrees, courses, and collections of "inservice" units were translated by the school districts (generally according to state regulations) into salary increments. Thus, obtaining post-baccalaureate credits and degrees for the purpose of gaining salary increments was seen as the primary incentive for inservice education, and the control of courses and structure of inservice education was in the hands of colleges and universities.

The movement toward consortia has developed partly out of the belief that higher education institutions have goals which are not necessarily in line with either the needs of teachers or the needs of school systems. Consortia, it is argued, might produce the political collaboration which would result in a substantive tension between teachers, school districts, and higher education institutions and generate a more relevant and vigorous inservice program.

The views of the interviewees portend changes, especially in the role to be played by the institution of higher education. The overall impression is that *all the categories of interviewees see the role of college faculty and their institutions of higher education as being greatly lessened in any realignment that produces inservice teacher education*. Generally speaking, if one were to predict future trends from these interviews, one would expect the role of institutions of higher education in planning and organizing inservice educational experiences, as well as their status as instructors and developers, to be diminished. We will return to this issue later when we discuss the "orphan" status of ISTE.

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[*] See Report I of this series, the overview of the ISTE Project, Report III, the review of the literature, and Report IV, which concerns teacher centers and creative authority.

RESPONSIBILITY FOR INITIATION AND ORGANIZATION: The following picture emerged regarding the responsibility for initiating and organizing inservice teacher education; that is, for deciding on patterns of offerings, specific content, development of teacher centers, and so forth. About a quarter of the respondents nominated teachers as the group to assume organizational responsibility for ISTE. Another quarter suggested teachers in collaboration with school district officials. Smaller numbers of interviewees, around ten percent each, nominated Local Education Agencies (LEAs) and LEAs in collaboration with institutions of higher education.

Around sixty percent of the interviewees, therefore, did not nominate institutions of higher education as the agency to have responsibility for ISTE. Most of the others mentioned the institutions of higher education as part of a collaborative group of several parties, although about ten percent specifically excluded IHE faculty and administration from participating in the initial determination of inservice teacher education needs and activities. This de-emphasis on the role of higher education may reflect a general attitude among educational personnel, and it is important to determine whether the responses obtained here are representative of the nation as a whole.

POSITION AND THE ISSUE OF RESPONSIBILITY: At this point, position becomes an important factor, for it definitely relates to opinions about the agencies which should be responsible for inservice education. Of those teachers interviewed, a third felt teachers should be responsible for initiating inservice teacher education activities, and nearly half the teacher organization representatives felt the same way. Sixteen percent of the school administrators felt that teachers should be primarily responsible, as did approximately fifteen percent of college faculty and nineteen percent of college administrators.

Table 4[*] illustrates some of the differences in choices between the categories of respondents.

Table 4

ENTITIES NOMINATED TO ASSUME ORGANIZATIONAL RESPONSIBILITY FOR ISTE BY PERCENT WITHIN POSITION

AGENCY OR GROUP	POSITION				
	Teacher	School Adm.	IHE Faculty	IHE Adm.	Teacher Org. Rep.
Teachers	35%	16%	15%	19%	48%
Teachers in collaboration with school district officials	30	29	19	16	14
Local Education Agencies (administrators and school district officials)	11	18	10	5	10
Local Education Agencies in collaboration with institutions of higher education	5	7	20	36	0

Responsibility by teachers in collaboration with school district officials was favored by thirty percent of the teachers and almost thirty percent of the school administrators, but only about one-fifth of college faculty, and smaller proportions of other groups. Placing the primary responsibility with the LEA was favored by only a small proportion in every category. The view that the responsibility should be shared by the local education agency and the higher education institutions was favored over other possibilities by college administration (36%) and college faculty (20%).

Unquestionably, self-interest and role group identification played an important part in response to this question, with each group tending to favor themselves as the responsible agent. It is probably too simplistic, however, to suppose that these differences and preferences are due to self-interest alone. Much fact-finding still needs to be done to determine the other reasons which are operating to determine these preferences.

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[*] Percentages fall significantly short of 100 percent in this table and following tables because some respondents did not offer an opinion, or made a response that could not be classified.

DETERMINATION OF CONTENT AND PROCESS: With respect to the determination of content and process of inservice teacher education, one-fourth of those interviewed favored giving this responsibility to the teachers, one-fourth preferred the decisions to be made by the teachers working collaboratively with the school administration, while smaller numbers preferred a highly varied cooperative arrangement, and a collaboration between the local education agency and a higher education agency. Few felt that the institution of higher education alone should determine content and process.

Thus, the role of the teacher was predominant where content and process of ISTE programs are concerned. Both the local education agency and the higher education agency appeared less important in the opinions of the interviewees. It appears that the interviewees as a whole consider it more appropriate for the LEA and the IHE to play a more prominent role in organization of ISTE programs than in the determination of their content and process.

Positions differed somewhat on this issue--almost as much as they did with respect to the control issue (see Table 5).

Table 5

ENTITIES NOMINATED TO ASSUME RESPONSIBILITY FOR CONTENT AND PROCESS OF INSERVICE EDUCATION PROGRAMS BY PERCENT WITHIN POSITION

AGENCY OR GROUP	POSITION				
	Teacher	School Adm.	IHE Faculty	IHE Adm.	Teacher Org. Rep.
Teachers	34%	19%	19%	23%	62%
Teachers in collaboration with local education agencies	24	30	16	20	28
Collaboration among teachers, school administrators, local education agencies, and institutions of higher education	6	13	19	28	7
Local education agencies and institutions of higher education	5	9	18	12	0
Local education agencies or institutions of higher education	5	7	2	2	0
Did not know/Did not discuss	7	2	3	3	0

Although at least one-fifth of the interviewees in each category voted teachers the most desirable determiners of content and process, this view was held most strongly by the teacher organization representatives (sixty-two percent). More than one-third of the teachers interviewed also held this view, but a significant portion also supported a collaborative effort between teachers and local school agencies. School district personnel preferred this division of responsibility to all others, with over thirty percent supporting it. Over seventy-eight percent of the IHE administrators preferred collaboration among all the involved individuals and agencies, as did almost twenty percent of the IHE faculty, but this arrangement was mentioned only occasionally by teachers and their organizational representatives. There was some support from both IHE administrators (12 percent and faculty 18 percent) for an alternative that involved only local education agencies and IHE's. No category of respondents expressed much enthusiasm for either the local education agency or an institution of higher education being solely responsible for the content and process of inservice teacher education programs. Therefore, collaboration of some sort is preferred by everyone but teachers and their representatives, who are more in favor of assuming themselves the responsibility for determining the content and process of ISTE.

EVALUATION OF ISTE PROGRAMS: The issue of evaluating* inservice teacher education programs reflects a division of opinion similar to that shown on the issues of organization and content and process.

About thirty percent felt that school districts, teachers, the community and higher education institutions should be responsible cooperatively for evaluation. About twenty-five percent of those interviewed favored teachers as the evaluators. Approximately one in six interviewees felt that school district administrators and teachers should evaluate the programs together. Few respondents favored the local education authorities, or the trainers in inservice teacher education, for a major role in its evaluation. It is noteworthy that evaluation of ISTE programs has become a matter of concern. Traditionally, it has simply been assumed that ISTE courses and projects were acceptable and appropriate. The issue of evaluation criteria has not been given much attention and needs to be investigated further.

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* Evaluation has different meanings to different persons, regardless of position. Generally, we refer to it as the evaluation of any program on its own terms, rather than evaluation of the individual teacher's profit from a program.

As before, position differences affected opinions about the issue of evaluation. Teachers and teacher organization representatives tended to favor teachers as the evaluators. Higher education faculty and administration again tended to prefer the cooperative arrangements among many agencies, but no one, not even school district administrators, tended to favor the LEA as the primary controller of evaluation.

DECISION-MAKING AT THE LOCAL LEVEL: One of the most important aspects of the organizational question involves decision-making at the local level; that is, who shall decide how frequently individual teachers will participate, what they will study, and how much they will study it. The interviewees offered a number of interesting alternatives with regard to this issue.

Thirty-seven percent of the respondents would place most of that power in the hands of teachers: 72 percent of the teacher organization representatives felt that way, as did 43 percent of the teachers and 40 percent of the higher education faculty. A somewhat smaller percentage of interviewees in the other two categories agreed with this position. A cooperative arrangement between teachers and school administrators was favored by over 32 percent of the respondents. However, only 3 percent of the teacher organization representatives regarded that as the preferable arrangement, although 31 percent of the teachers, 42 percent of the school administrators, and about 31 percent of the others considered that alternative the better solution. This dichotomy between the point of view of teacher organization representatives and that of other groups portends possible difficulty in working out cooperative arrangements in ISTE.

It is worthy of note that very few persons felt the school principal or other direct supervisor should determine individual teachers' inservice needs. This reflects a systematic anomaly, since the principal is generally regarded as the instructional leader of the school. However, no members of the teacher organizations wanted to grant principals full decision-making power in these matters and only 3 percent of other educational personnel were willing to do so.

School systems support 100,000 principals who have considerable opportunity to observe teachers in action. Further study is needed on the attitudes of educators toward the potential role of principals in determining the inservice needs of faculties.

Other members of the LEA administrative staff were mentioned by 9 percent of the interviewees, most frequently by persons in the state departments of education and local school board members. There was a greater preference for the legimatization of the school district's authority to determine individual teachers' needs than there was for the principal acting as an individual diagnostician of teacher and district needs.

There appeared to be an increasing lack of confidence in the traditional organization of the school, at least with respect to inservice teacher activity. The principal has traditionally been the leader of the teachers and the person presumably responsible for their performance; and yet, only 3 percent of the respondents felt the principal should be the primary diagnostician of the inservice needs of the school and its faculty. These results suggest the need to collect additional data in this area. We are apparently in a period of changing attitudes toward the roles of higher education institutions, curriculum supervisors and principals.

SUMMARY REMARKS: In general, our interviews indicated a decline in the perceived role of higher education personnel in inservice education, whether it be assuming responsibility for the organization of the program, selecting the substance and process, or designing its evaluation. Except in collaboration with teachers, the local education agency did not fare better, especially in the eyes of the teachers. There were, however, considerable differences by position in this area. Teachers and teacher organization representatives tended to share views which placed greater control with the teachers. School administrators tended to favor themselves in a controlling role, although usually as part of a collaborative agency. Higher education personnel tended to see themselves in a more prominent position that did the other groups. It is important to determine whether these views are applicable to inservice teacher education as a whole, or whether they would differ with respect to various training objectives. Moreover, it is important to establish whether or not role differences simply reflect self-interest or whether they are based on a judgment arising from a perspective that is role-related.

These results further indicate the importance of knowing much more about participants' perceptions of what they themselves and others do in deciding on ISTE, and about the opinions and recommendations of the various participants in the inservice teacher education process. It may be that the higher education personnel are simply acting out of self-interest, and the same may be true of the teachers; however, such different perspectives may be based on a real and more complex differential understanding of the field. These perspectives and the situations from which they arise need to be clarified in order for any kind of rational decisions to be made in the area.

THE DEFINITION OF SUBSTANCE

In a situation this complex, much attention has to be given to defining the alternative types of skills and knowledge teachers might learn and the alternative ways they might learn them. Definitions of substance will obviously involve efforts by teachers, representatives of the school system administration, and higher education personnel. But how to generate a sufficient dialogue that will aid in the definition of solid substance is not immediately apparent. From all signs, it will be a very difficult task.

IDEAL PURPOSE OF ISTE: The belief that inservice education should further the professionalism of teachers was evident throughout the interviews. When discussing the future direction of inservice education, 43 percent of those interviewed stated that its primary function should be to promote a more effective professional development for the teacher on a continuing basis. Teacher organization personnel made a particularly strong showing in this regard, 72 percent suggesting that professional development is the primary thrust of the future. This point of view seems to take precedence over an interest in having inservice education meet the local needs of schools, although this was mentioned by about 9 percent of the respondents. About 7 percent suggested that ISTE should ideally involve more teachers as organizers, trainers and participants. About 6 percent suggested no change. Of course, different respondents have different images of ISTE at present.

PREFERENCES FOR TRAINING OBJECTIVES: The interviewees expressed a wide range of objectives for ISTE. About 10 percent of the interviewees mentioned individualized instruction as a large need; about 4 percent mentioned special education, including preparation for mainstreaming of handicapped children; and slightly more than 4 percent said that multicultural and bilingual education needed much attention. Over 15 percent of the interviewees advocated various humanistic objectives of education. The remaining 60 percent of the interviewees discussed such a variety of possible training objectives that further categorization was not possible. The following exemplify the kinds of topics suggested:

> Alternative education--finding a new way as the present system is not working. (Teacher)
>
> Procedures and processes dealing with curricula--how to use materials provided. And relationships--staff to staff and staff to students. (School Administrator)
>
> Current effective trends in education. In particular, an awareness of teaching procedures which concern learning disabilities. (IHE Faculty)
>
> The area of problem children. (Representative of Teacher Organization)
>
> New teaching methods. (Teacher)
>
> Curricula to meet the constantly changing needs of kids. (School Administrator)
>
> Communication skills--reading, language, etc. (School Board Member)
>
> Values education. (Teacher)
>
> Discipline and physical education. (Teacher)
>
> Motivation of students--behavior modification. (School Administrator)
>
> Teachers need more information about behavior and how modern learning theory can be applied in the classroom. (Teacher)
>
> Classroom management. (Teacher)
>
> Parent involvement. (Teacher)
>
> Areas of so-called non-survival skills--art, music, and performing arts. (School Board Member)
>
> Basic skills--math and reading. Teachers are not adequately prepared to teach in these areas. They have no depth. There is a need to learn method and content. (School Administrator)

> Basic skills--there is a real need for an emphasis on the basics, especially reading. (Teacher)
>
> READING! (Teacher)
>
> An integrated school day in which all subjects relate to one subject or topic. (IHE Faculty)

EXPERIENCE IN INSERVICE EDUCATION: The interviewees reflected various kinds of experience with inservice education (see Table 6). About 7 percent of the interviewees have worked as organizers of inservice programs with the school administrators, college faculty, and college administrators most often assuming this role. This finding reveals that teachers typically have had little experience in the organizational role. Thus, with the trend toward using teachers more as trainers and organizers, it will be necessary to learn just how much experience they have had and the kinds of skills they will need to develop in order to assume the training role. Some percentage of all the position groups had been trainees at one time or another in inservice programs, but clearly teachers (29 percent had functioned as trainees in the past) comprise the largest group, while only about 3 percent of the college personnel had been trainees during the last two years. Predictably, the college faculty had been instructors more often than anyone else, 17 percent having had such experience, while only 3 percent of the teachers had had that kind of experience. About 31 percent of the persons on the panel have had a variety of combined roles: 41 percent of the college administrators, 31 percent of the teacher organization personnel, 31 percent of the college faculty, 28 percent of the school administrators, and 15 percent of the teachers function as combinations of organizers and trainers, or trainers and instructors, or one of the various other combinations which are possible.

Table 6

ISTE EXPERIENCE DURING THE LAST TWO YEARS
BY PERCENT WITHIN POSITION

CATEGORICAL ROLES	POSITION				
	Teacher	School Adm.	IHE Faculty	IHE Adm.	Teacher Org. Rep.
Organizer	3%	12%	11%	14%	7%
Instructor	3	5	17	5	7
Trainee	29	6	3	3	14
Project Monitor	1	4	0	0	0
Some Combination	15	28	31	41	31
Did not discuss	23	21	22	30	28

SATISFACTION WITH ISTE EXPERIENCES: When rating the experiences in which they have participated, over 53 percent of the role groups rate them as fair, or better, with nine percent rating them as excellent. Only 6 percent rated their experiences as poor. The largest number of persons giving the "poor" ratings were teachers (8 percent) and teacher organization representatives (10 percent). Overall, about a third rated their experiences "excellent" or "very good", almost a third rated them "fair" or "poor"; and roughly a third did not discuss this topic.

SUMMARY REMARKS: It seems reasonable to make a considerable effort in the continuing study of ISTE to determine differential attitudes of teachers and other personnel about the various kinds of experiences to which they have been exposed. It is likely that some types of experiences will receive more favorable responses than others. It is also likely that specific responses will vary from general impressions of ISTE currently held in the field. Clearly, a substantial effort needs to be made to assess the perceived needs of teachers and those who work with them with respect to the process and substance of inservice teacher education. For example, should ISTE be conducted in the mode in which teachers themselves can expect to operate after training? If teachers are expected to provide a facilitative, individualized learning environment for children, perhaps such an environment should be part of the ISTE experience. Another issue to be explored is the extent to which such personalized instruction would present organizational difficulties.

INCENTIVES AND CONVENIENCES

As indicated earlier, many persons feel that incentives constitute a major problem in inservice education. Essentially, it is argued that the inherent satisfaction experienced in improved teaching performance is not in itself a powerful enough inducement for participation in inservice education; therefore, external incentives such as additional stipends, credit, time off, etc., must be provided.

SHORTCOMINGS OF THE INCENTIVE SYSTEM: Interviewees suggested many shortcomings in the incentive system. We expected that among the problems with the system, money would emerge as a major issue. However, as Table 7 illustrates, the lack of money was only one of several shortcomings in the incentive system stressed by interviewees.

Table 7

MAJOR SHORTCOMINGS IDENTIFIED IN THE CURRENT ISTE INCENTIVE SYSTEM, BY PERCENT WITHIN POSITION

PROPOSITIONS	POSITION				
	Teacher	School Adm.	IHE Faculty	IHE Adm.	Teacher Org. Rep.
No provision for release time	26%	23%	15%	19%	14%
Inadequate monetary compensation	6	13	13	16	28
No provision for released time and inadequate monetary compensation	5	7	7	8	0
Poor program organization	19	17	16	9	10
Irrelevance of content	14	8	11	3	7
Inconvenient location	1	1	1	3	0
Did not know/ Did not discuss	9	16	8	11	3

OBSTACLES TO IMPROVING THE INCENTIVE SYSTEM: When discussing the chief obstacles to improvement of the incentive system (see Table 8), 11 percent of the interviewees mentioned teacher attitude as the major problem. Interestingly enough, 10 percent of the teachers interviewed designated this as a major problem, although fewer college faculty and very few of the teacher organization representatives mentioned it. Administrators, both in IHEs and at the public school level, were more likely to take this stance. Negative attitudes of administrators were mentioned by only 7 percent of the school administrators, but by 28 percent of the teacher organization representatives and 15 percent of the teachers. Nineteen percent of the college faculty and 14 percent of the college administrators perceived this as a major problem. It is not surprising that attitudes of the administration were frequently cited as a major obstacle to the improvement of the current incentive system by teacher organization representatives, who often are themselves in opposition to administrators' points of view. "Attitudes" as used here refers to the negative qualities of lack of enthusiasm, resistance to innovation, previous bad experiences and distrust.

Table 8

PROPOSED OBSTACLES TO REFORM IN THE INCENTIVE SYSTEM
OF ISTE BY PERCENT WITHIN POSITION

CATEGORICAL PROPOSITIONS	POSITION				
	Teacher	School Adm.	IHE Faculty	IHE Adm.	Teacher Org. Rep.
Teachers' Attitudes	10%	13%	9%	16%	3%
Administrators' Attitudes	15	7	19	14	28
Poorly organized and implemented incentive system	14	9	7	5	10
Lack of financial support from LEA, state and federal government	23	27	21	28	28
Did not know/ Did not discuss	14	17	12	6	3

Lack of financial support was mentioned most frequently as an obstacle to reform in the incentive system. Over 20 percent of all categories of interviewees mentioned financial support as being a significant hindrance. College administrators felt most strongly about this problem, followed by school administrators and teacher organization personnel. There was general agreement that resources were lacking, but teachers and their representatives also expressed dissatisfaction with the way the existing resources are currently being used.

A number of other miscellaneous responses were offered, indicating a wide range of opinions about obstacles to reform in this area. More than 27 percent of the responses could not be classified in particular categories. Following are samples of the kinds of comments that were made about the current state of the incentive system and obstacles delaying its improvement.

One IHE administrator commented on the defeatist nature of the current reward system:

> A person in education is rewarded by doing research or by moving into administration. Thus, very few people stay long enough to gain the trust of potential participants, or long enough to develop long range plans for inservice.

Other factors adversely affecting the effectiveness of incentive systems were also mentioned:

> The inadequacy of inservice programs in the past. (IHE Faculty)
>
> Inconvenient geographical locations of ISTE programs. (Teacher)
>
> Reluctance of school boards to provide needed time for staff development. (Teacher)
>
> The necessity for being out of the classroom when you really need to be with the kids. (Teacher)
>
> One big problem is a lack in public sensitivity to how badly we need quality teachers. (IHE Faculty)
>
> Bureaucracy, i.e., red tape. (Elementary School Principal)

Occasionally, comments reflecting the lack of input from teachers were voiced:

> There is a lack of leadership in taking the initiative to really determine what teachers would like in an ISTE program. (Teacher)
>
> There is an intolerable lack of teacher input. Teachers have no say in administration policies. (Teacher)
>
> The chief obstacle to reform is the unmet need for teachers to participate in the decision-making process. (Teacher)

CAREER LADDERS: This sort of assessment during the 1950's might have found upward professional mobility a major force both in motivating teachers to participate in inservice activities and in providing the actual structure of the incentive system. But degrees and credentials were not mentioned as incentives, nor was movement to other professional levels. The implication is that we are beginning to see an increase of personnel who are anticipating being in the same types of positions for relatively long periods of time. Previously, upward career mobility not only provided motivation to obtain new competencies, but also provided a way of utilizing them. Now it seems that competencies have to be related to and defined in terms of the roles which the teachers and other school personnel are presently playing, rather than serving as stepping stones to other kinds of positions within the organization or inside of higher education. Much information needs to be obtained about the alternative incentive systems which are being implemented and their effectiveness in inducing teachers to participate in and enjoy inservice education. It is likely that different incentive systems will function better in some situations than others. The situation is obviously very complex and sorting out the incentives which will have the most beneficial effect will not be a simple process.

MOTIVATIONS OF TEACHERS TO PARTICIPATE IN ISTE: Of the teachers who were interviewed, about 62 percent have participated in inservice education in some capacity during the previous two years. This is yet another indication of the extent of inservice activities. When describing their motivations for participating, about a quarter reported that they were required to participate and another quarter gave as their primary reason professional growth and experience. A few mentioned "students needs"; other responses were varied.

It is important to learn whether there are differences in attitudes toward inservice education between teachers who attended voluntarily and those who did not participate voluntarily. Considering that a quarter of these teachers were required to participate in the inservice enterprise, more data is needed to determine what the effects would be if involvement was voluntary. Conceivably, attitudes might improve greatly. On the other hand, the number of teachers participating might be greatly reduced. It is also possible that involuntary participation may result in little or negative transfer to classroom performance. Teachers, asked directly, could probably provide light on these and similar questions.

When the interviewees speculated on the kinds of things that would persuade them to take part in an ISTE program, almost 60 percent of them mentioned a desire for professional growth as a prime motivator. Just under one-fifth of those interviewed did not know what would persuade them to participate, or did not discuss this issue, while only a handful mentioned planned incentives or integration into the contractual agreement as motivators. Almost 80 percent of the teacher organization representatives and nearly 70 percent of the teachers interviewed pointed to professional growth as their prime reason for participating. Over one-fourth of the school administrators did not address the issue of what would influence them to participate in ISTE programs, or did not specify a particular reason. None of the teacher organization representatives believed that making participation in ISTE programs part of job requirements would be an effective inducement. Only a few of the other categories of respondents agreed with that suggestion.

PREFERENCE FOR BENEFITS: When interviewees discussed what benefits might prompt them to participate as trainers in programs of inservice teacher education in the future, responses were varied. About a quarter to a third of all categories of respondents mentioned supplementary pay. About a quarter preferred release time, though fewer higher education personnel (around 15 percent) and more teacher organization representatives (around 40 percent) mentioned this possibility. "Inclusion in regular teaching load" was a more popular response among higher education personnel (around 30 percent) than among teachers or teacher organization representatives (around 10 percent). Over all, the most popular basis for receiving benefits was supplementary pay, which was mentioned by at least one-fifth of the respondents in all categories.

ISSUES CONCERNING TRAINING

The organizational structure utilized to facilitate training necessarily has a variety of levels. Enabling authority (the authority that induced teacher centers and other programs of inservice education to come into existence and funds them) is one level. The governance of particular centers or programs of inservice education is a second. Finally, the process of determining who will be trained, when training will occur, who will provide the training, of what the training will consist, who will evaluate the trainee's performance, and for what purposes the evaluation should be used comprises another stratum. The last level deals with the operational management of ISTE programs.

In general, the closer our interviewees came to the operations level, the more vague the discussion became. Partly, this is a natural side effect of the attempt by many interviewees to speak to state and national level issues rather than personal preferences for operations. For example, a teacher stating his or her own preferences for training might be much more specific than when suggesting the best mode of operation for a larger number of teachers. We conclude that it may be more informative to gather data about teachers' own preferences about trainers, specific types of training, etc., using very detailed and specific questionnaire items, and then generalize where possible from those responses. Our overall impression was that the closer one comes to a discussion of operational issues, the more diffuse are the concepts employed.

WHO WILL BE TRAINED: On the topic of requiring teachers to participate in programs of inservice education, the feeling was overwhelmingly positive (see Table 9). Two-thirds of all the interviewees agreed with that proposition. The highest percentage of those agreeing were school administrators (74 percent), followed by teachers (68 percent). The lowest percentage appeared in the college faculty category (57 percent).

Table 9

DESIRABILITY OF REQUIRING REGULAR ISTE PROGRAMS FOR ALL TEACHERS, BY PERCENT WITHIN POSITION

CATEGORIES	POSITION				
	Teacher	School Adm.	IHE Faculty	IHE Adm.	Teacher Org. Rep.
Desirable	68%	74%	57%	64%	59%
Under Certain Circumstances	9	9	9	11	3
Not Desirable	15	10	24	16	31
Did not know/ Did not discuss	4	4	7	6	7

The role position distinctions on the issues of requiring training are not particularly powerful. The attitude that such a requirement should not be included in the work of the teacher was held by almost 17 percent of all those interviewed. The highest percentage of objections was expressed by teacher organization representatives (31 percent). The lowest was school administrators (10 percent). Higher education faculty tended to agree with the teacher organization representatives on this point more than other personnel. Other opinions about this matter were relatively diffuse but tended to support the notion of some kind of cyclical training so that teachers could rotate into the training which they needed most or could be selected for participation through a system of mutual requirements.

WHEN SHOULD TRAINING OCCUR?: Despite their vagueness about operational issues, the interviews did reveal a number of interesting questions. One of these pertains to the "when" of teacher training. Many teachers obviously would prefer to have teacher training during the ordinary school day ("prime time" in present parlance). Teacher organization personnel clearly feel this way and many others support this position. However, other teachers are somewhat ambivalent about when they would like to receive training. Many of them do not like to miss classes and lose contact with their children during training hours. This results in a severe planning problem, one about which alternatives need to be carefully delineated.

WHO SHOULD BE THE TRAINERS?: The problem of general versus specific preferences becomes very acute with respect to who should be the trainers in the programs. Over 20 percent preferred university personnel; about 20 percent preferred teachers; about 15 percent preferred consultants; and about 2 percent suggested LEA personnel including administrators and curriculum supervisors.

Differences among categories of respondents were not greatly marked. Thirty-eight percent of the teacher organization representatives mentioned teachers first as the most likely candidates for trainers, as opposed to about 26 percent of the teachers, 18 percent of the school administrators, 11 percent of the institution of higher education faculty, and 14 percent of IHE administrators. In other words, the teachers, spearheaded by their representatives, tended to mention themselves first, but members in other personnel categories also viewed teachers as reasonable candidates. All of the groups gave a fair amount of consideration to higher education personnel, although they were preferred most often by college faculty themselves. Nonetheless, 24 percent of the teacher organization representatives, 20 percent of the teachers, 22 percent of the school administrators, and 19 percent of the higher education administrators mentioned college faculty as desirable trainers (about 30 percent of the faculty mentioned themselves first). LEA administrators and consultants were unpopular with all role groups. In no category of persons interviewed were local education agency administrators strongly considered as appropriate trainers of teachers. LEA administrators have the problem of representing the same establishment which evaluates teachers. It may be that evaluation functions do not combine effectively with the training role. Consultants were mentioned nearly the same amount of times by all groups except teacher organization personnel, who suggested consultants less often than did persons in other positions. This group may be particularly sensitive about giving an increase in control to commercial consultants, with respect to teacher education.

The fact that consultants were mentioned by about 15 percent of the persons interviewed indicates the substantial role that private enterprise has had in the inservice education enterprise. Nearly all the policy makers who have positions in states and large school systems reported that they are frequently contacted by private consulting firms proposing training programs, and that they employ many of them on their own initiative.

Although teachers emerged as highly acceptable trainers, it was not clear what kinds of training they would do most adequately. The low status of the curriculum supervisor and school administrator as would-be trainers is a critical issue to be explored, since there are nearly 150,000 principals, vice-principals and supervisors presently employed in the public school systems. Although most of them presumably are close enough to the day-to-day demands of teachers to be able to generate relevant activities, they are rejected as trainers. The reasons for their apparent lack of acceptance need to be investigated further, considering their number, availability, and proximity to the practicing teachers.

BASIS FOR PARTICIPATION IN ISTE: One of the important questions that naturally arises in a discussion about participation in inservice education is how the activities in which individuals participate should be chosen; that is, whether they should acquire specific kinds of training on the basis of set requirements by the district or on the basis of self-diagnosis and diagnosis by peers, or other teachers, etc. Almost all interviewees commented on the basis for participation in particular activities, and responses were quite diverse (see Table 10).

Table 10

SUGGESTED BASIS FOR PARTICIPATION IN SPECIFIC ACTIVITIES BY PERCENT WITHIN POSITION

CATEGORICAL SUGGESTIONS	POSITION				
	Teacher	School Adm.	IHE Faculty	IHE Adm.	Teacher Org. Rep.
Self-diagnosis	32%	12%	22%	16%	31%
Self-diagnosis and consultation from principal or supervisor	16	14	16	20	7
Local Education Agency Requirement	6	13	4	5	7
Some combination of above	28	43	40	38	28
Did not know/ Did not discuss	8	8	8	6	10

The choice of selecting training activities based on a combination of LEA system needs and individually diagnosed needs was chosen by over a quarter of all categories of respondents. Role differentiation appeared with respect to this preference: 43 percent of the school administrators, 40 percent of the college faculty people, and 38 percent of IHE administrators, preferred this choice, as compared to 28 percent of the teachers, and 28 percent of teacher organization representatives who mentioned this combination as their primary preference. Self-diagnosis was preferred by teachers and teacher organization representatives (32 percent and 31 percent respectively), but much less by school administrators (12 percent) or higher education administrators (16 percent). Self-diagnosis in conjunction with suggestions by supervisors and principals was less popular than self-diagnosis alone with teachers (16 percent) and teacher organization personnel (7 percent), but more popular with administrators (20 percent). The administrators preferred self-diagnosis combined with administrational consultation over self-diagnosis alone, while IHE faculty preferred self-diagnosis alone over this combination.

EVALUATION OF TRAINEES: With respect to the evaluation of the teacher's work in an inservice teacher education program there were considerable role differences (see Table 11).

Table 11

WHO SHOULD EVALUATE A TEACHER'S PERFORMANCE
IN AN ISTE PROGRAM BY PERCENT
WITHIN POSITION

CANDIDATES	POSITION				
	Teacher	School Adm.	IHE Faculty	IHE Adm.	Teacher Org. Rep.
The participating teachers	35%	29%	28%	19%	59%
Joint evaluation between teachers and administrators	19	24	21	28	14
Joint evaluation between the program instructor and administrators	3	5	4	3	3
A non-participant	2	4	6	3	0
Did not know/ Did not discuss	13	11	15	8	10

The respondents tended to favor teachers as the primary evaluators of individual teacher performance (32 percent of the total taking that stance). A significant number of the members of each of the role groups took that position, with teacher organization representatives the highest (59 percent). Including both teachers and administrators in the evaluation process was the next most acceptable alternative with 21 percent of all respondents favoring it, although it was not suggested by many of the teacher organization representatives (14 percent). A joint evaluation team consisting of the administration of school districts and higher education personnel was suggested by around 4 percent of the persons, as was the use of external evaluators. Many of the suggestions for evaluation involved kinds of collaborative arrangements that would create an evaluation structure including input from a variety of concerned sources.

With respect to the usefulness of evaluation, it tended to be seen as a process designed to improve the classroom performance of the teacher. In fact, between 35 and 40 percent of the respondents in each category except teacher organization representatives perceived in that way. Generally speaking, evaluation was infrequently regarded from a systems point of view. Only about 12 percent of the interviewees mentioned it as a systematic device for identifying future needs of the system. Another 12 percent suggested using it to improve present operation of ISTE. Evaluation was characteristically interpreted as something separate from incentives of various kinds, especially pay-type incentives, although 8 percent of the interviewees did mention that evaluation might serve as a basis for participation.

On the whole, as in the case of the substance and process of inservice teacher education, evaluation tended to be discussed in vague and non-specific terms. This may have been a function of the casual nature of the interview process, as well as a general set on the part of the interviewees for responding in terms of people everywhere, rather than in terms of individual cases.

COMPETENCY-BASED TEACHER EDUCATION (CBTE): It is widely believed that many teachers and other educational personnel are opposed to competency-based approaches to pre- or inservice teacher education. Competency-based approaches are oriented toward the acquisition of specific, definable sets of skills or concepts that correspond to the various functioning roles of the teacher. CBTE oriented programs are accompanied by explicit evaluation plans and are individualized according to an assessment of the teacher's own skills and knowledge. Competency-based approaches have utilized a variety of teaching models, but all share the characteristics of being objective-oriented and individualized.

About 40 percent of all interviewees agreed with the concept of competency-based teacher education, with almost half of the school administrators taking that position. Another 20+ percent of the respondents agreed, with reservations, with CBTE. In each of the major categories of respondents, 60 percent or more agree with CBTE, or agree with reservations. About one in six respondents disagreed with the CBTE concept idea. Strongest opposition to CBTE approached one in four, from teacher organization representatives.

All in all, 65 percent of the interviewees favored a competency-oriented approach, while only 17 percent definitely opposed it. Thus, it was favored about four to one by the interviewee groups. In all categories, more personnel supported competency-based teacher education than rejected it as a worthwhile approach to inservice. Much more information is needed, however, to determine why the various groups take the positions they do about this training issue, and when variations occur.

SUMMARY REMARKS: Many training issues emerged during the interviews which require further study. It will be important to learn whether programs which utilize teachers as trainers are more acceptable to teachers than those which do not, and to learn whether certain times of the day and combinations of access are favored over others. It is probable that competency-based education is more appropriate for certain objectives than others, and we should therefore attempt to assess its limitations and strengths. Further, we need to learn much more about how to organize processes that have a good chance of accomplishing the specific objectives of inservice education and how to mediate between system needs and the needs of individuals with respect to these processes and objectives.

INTERFACE

One of the most important questions in the inservice area is how to connect the teachers' needs and available training programs. This appears to be particularly important considering the enormous resources presently being invested in the inservice domain. The lack of apparent success of inservice teacher education may be due to inadequate structure and organization, rather than overall investment.

Teachers especially (but a fair proportion of people in other positions as well) noted that inservice education suffers from a lack of "delivery capability." For some reason, the system does not allow for the adequate assessment of the needs of teachers and is not always able to help them receive the training they request, when and how they request it. This appears to be a generic problem of the educational organization in which ISTE is nested.

Nearly everyone interviewed seemed also to agree that there is a serious problem in relating training to the job of the teacher. In fact, in most cases, the problem of developing appropriate interface and access was mentioned in conjunction with the problem of relevance of content per se. All categories of interviewees were concerned about the inadequacy of the current system for helping teachers to reach out and obtain what they feel they need when they need it. Trainers and trainees state this problem with equal acuteness. Apparently both higher education faculty and school administrators feel as frustrated by the situation as the teacher does.

We can think of this as a reciprocal access problem. That is, the trainee needs access to the trainer at certain kinds of "teachable moments," and similarly the trainer wishes to contact the trainee at the moment when the trainee both needs and desires additional training. Unless these conditions are satisfied, almost all training, however well-conceived in other ways, appears to be irrelevant, as does the trainer himself.

THE "OWNERSHIP" OF INSERVICE EDUCATION

One of the really striking impressions from the interviews is that inservice teacher education is, at present, an orphan of sorts.

In the past, the bulk of inservice education clearly belonged to the higher education institutions and to the curriculum and supervisory staffs of the school systems. Judging from the interviews, however, higher education institutions, curriculum supervisors, and school principals are no longer considered the chief parties responsible for inservice activities.

Who is, however, is still in question. A structure which will provide ownership and direction has not yet emerged.

It appears that some kind of collaborative arrangements will replace the previous clear institutional lines of ownership, but the shape of such arrangements has so far not been articulated. We, at this point, find ourselves in a period where the issues are more clearly defined than are the solutions.

Although "ownership" is likely to be claimed by teachers, other school personnel will take an active interest in ISTE, and questions about the appropriate levels of control from these sources surely have to be resolved. Any new structure will probably have to accommodate various kinds of mechanisms for interfacing inservice activities with teachers' needs.

A strong data base is needed to establish present "ownership," trends, the alternatives, and preferences among these.

"MAINSTREAMING" AND INSERVICE TEACHER EDUCATION

All categories of interviewees agreed that including handicapped children more fully in normal school programs has important implications for inservice education. They typically felt that teachers need a greater understanding of the handicapped (learning more about their special needs and their particular reactions to social and institutional situations) as well as aids to specific skill training. The interviewees were encouraged to comment on the demand for inservice education with respect to any of several categories of the handicapped: the physically handicapped, students with serious learning problems, the emotionally disturbed, etc. The responses were very much the same for all types of exceptional children.

How to educate handicapped children, however, proved to be a somewhat controversial issue. Many of the teachers who were interviewed stated that they did not believe that any category of handicapped children, even the mildly handicapped, should be integrated into the regular classroom. That is, they were opposed to the principle of mainstreaming. Others believed they would have no difficulty accepting handicapped children into the classroom, but anticipated needing much help in working with them. Apparently, teachers are somewhat polarized on this issue, and though the negative group seems to be smaller in number, it may be a vociferous minority, judging from the heated responses. Thus, it is important to learn how members of all segments of the education community stand on this issue, and why people representing both sides of the issue feel the way they do. If mainstreaming is to be effective, we must discover how best to reach teachers and other educators who tend to be set against it, and to identify the inservice needs of those who favor it.

MULTI-ETHNIC/BILINGUAL EDUCATION

There was general agreement that there is a considerable need for bilingual and multi-ethnic education. Very few position differences occurred. Over half of the respondents reported a general need in this area, while 5 percent felt that other areas were more important. Less than 10 percent felt that there was no need for inservice education in this area. Interestingly, college personnel were most sensitive to a need in this area as fewer than 5 percent of the college faculty and administrators expressed the attitude that there was no need for bilingual/multi-ethnic inservice projects, whereas 10 to 15 percent of the teachers, school administrators, and the teacher organization personnel felt that way.

THE EMPHASIS ON HUMANISM

We did not receive from the interviews the impression here of a "back to basics" approach to inservice education or to the education of children. Much more prominent were humanistic concerns and objectives, especially a concern for the individual and the expression of self. This is at sharp variance with those back to basics accountability-oriented movements which have tended to narrow the focus of educational objectives and the view of man which underlies educational attempts.

PREFERENCE FOR ALTERNATIVE FISCAL ARRANGEMENTS

We hoped to obtain from the interviewees information about what types of financial arrangements they would prefer within the inservice area; that is, would they prefer to have districts contract for services from universities, or states to fund networks of teacher centers, or teacher organizations to contribute toward or even operate teacher centers or inservice teacher training stations. However, the views we received on this matter created a highly confusing picture, and it appears that it will be very difficult to obtain information about preferences. Teachers, particularly, appeared to have much difficulty discussing this area; over 50 percent offered no suggestions at all. School administrators and higher education officials commented more frequently on the subject, but even so, no clear picture emerged. It might have been expected that teacher organization representatives would be fairly specific as to their preferences, but this did not turn out to be the case. Any questionnaire survey will have to be very carefully constructed in order to obtain valid data on this important area.

THE APPROPRIATE LEVELS PROBLEM

It seems clear that one of the significant issues with respect to future organization is going to be matching levels of governance, funding, and delivery of services to different kinds of inservice problems. It is probable there can be no monolithic solutions to funding organizations or substance and process. Clearly, there are system needs that have to be reconciled with teacher needs. The very large reservoir of trainers at the university levels should be utilized in some effective way. Also, while supervisors may not be popular as trainers, they are intelligent observers within the system, who often know the system best. Even when teachers select their peers as trainers, those peers function at least in a quasi-administrative or supervisory way within the school system, and so face many of the problems that present administrators and supervisors have.

Clearly, certain kinds of inservice directions are best determined by school faculties, and others are best determined by the individual teacher. New substantive thrusts in education have often come from outside the educational establishment or from the higher education personnel. To divorce them entirely from the process would be foolish.

Funding issues are inherently complex in ISTE, and collaboration will increase complexity. The local education agencies may have the capacity to support many kinds of inservice education, but, to date, they have assumed only a small part of it, in comparison to the investment of universities in inservice and preservice education. If the local education agencies were to take on the entire fiscal burden of inservice education, it would require greater expenditures in this area than previously have been allowed. Therefore, much sorting out needs to be done among different pools of trainers, immediate and long-range teacher needs, individual school requirements that interface with teacher needs, a variety of incentive possibilities, a vast number of organizational options, and a variety of ways for funding programs. The "appropriate levels problem" is, in some ways, at the heart of the rejuvenation of the system. This is especially true if one accepts the view that there are presently vast resources which are simply not being utilized appropriately.

NATURAL AND PLANNED VARIATIONS

Things are not clear enough at this point for us to even attempt to generate a single model of inservice education which would take into account all of the problems that must be solved for ISTE to be effective. Rather, we must consider a series of models and utilize the variation and variety of dimensions that can exist within each one. For example, the interfaces and organizational components relative to each kind of model are numerous. There are quite a number of incentive options, ways of providing monetary incentives, and/or released time, a number of sources of trainers, and several types of governance forms at all levels. It is necessary, also, to realize that all of these interact uniquely with one another. It will be necessary to experiment with alternative forms in order to lay a sufficient data base to guide policy. Yet the experimentation cannot be too simplistic. To merely experiment with governance without considering substance and process tells us very little. Simply to change incentive forms or trainers, without considering governance, process, and substance is insufficient. The models of inservice education must be relatively complex. They must take into account a variety of the dimensions that we have explored in this paper and in the other reports of this series.

It seems clear that states and nations should experiment in "planned variation" formats; that is, they should fund models which are relatively comprehensive and which vary along significant dimensions. Thus, experiments with alternative forms of collaborative models in conjunction with variations in substance, form, and organizational structure, are needed. Without some form of planned variation experimentation, the results of tests of some alternatives can tell us relatively little, since the differences cannot be attributed definitively to particular characteristics and interactions of characteristics.

SUMMARY

The ISTE interviews were intended to ascertain needs, to identify the concepts and issues about which data should be collected in order to comprehend the inservice teacher education area. The results indicated a relatively large amount of agreement between teachers, school administrators, higher education faculty and administrators, teacher organization representatives, and community members concerning the major problems and issues in inservice teacher education. There was overwhelming agreement that ISTE is an important and necessary area, but agreement also that it is in serious difficulty.

The problems do not seem to be specific, but rather general, as indicated by the fact that the interviewees spoke more coherently about general issues than they did about specific ones. There is a preference to include teachers as trainers much more than has been done previously and to make inservice education more responsive to teachers' needs and relevant to their roles; however, the more specific the interviewees became on this issue, the more vague they became about just what should be the objectives and means of the inservice process. There is agreement that collaboration should be used to guide inservice education, but the more collaboration was specifically probed, the more vague the responses became. Terminology is a problem; there was relatively little agreement about definitions within ISTE or about how it should be carried on. There is apparently considerable controversy as to who should initiate teacher education activities and how they should be funded and structured. At present, inservice teacher education has a status much like that of an orphan, and until solid collaborative arrangements are legislated or negotiated, this status is likely to continue. Teachers should have a much more substantial, permanent role in the organization of inservice teacher education. It is not yet clear how to serve both the unique individual needs of teachers and the general needs that are generated by the system; how to resolve the tension between community needs, the opinions of scholars, and the felt needs of teachers in practice.

Considering the present investment in the inservice teacher education area, there are large structural problems which have to be resolved. The varieties of possible training options need to be interfaced closely with teacher needs and general thrusts of school districts, and theoretical approaches to education should be followed up by clinical training which is largely mediated by teachers themselves. The problem of finding time for training, especially training close to the teaching site, has not been solved at all. No single approach to the governance, structure, substance, or process of inservice teacher education is likely to solve very many of these problems. We obviously should enter a period of planned experimentation comparing alternatives--alternatives which make inservice education more relevant to the teacher and which experiment with various forms of governance, kinds of interfaces, alternative trainers, modes of directive, and self-directed teacher education.

ISTE

REPORT II: PART THREE

ISSUES IN INSERVICE EDUCATION AS FACED BY EXPERIENCED POLICY MAKERS

The study also explored the views of about 200 educators concerned with the formulation of education policy at the state and national level. These informal conversations followed a "question stimulator" given to the interviewee to stimulate his or her thoughts (see appendix A). This section presents the ideas and views of these officials.

COMMENTS ON THE IMPORTANCE OF ISTE

Nearly all of the policy makers who were interviewed agreed that inservice teacher education is an extremely important area. They tended to feel that there would be relatively little new federal or state funding in the near future for a number of reasons. One is the general stance of the present federal administration and many members of Congress toward fresh spending in any area that is not of immediate, critical importance. (Education in general is seen as a long-term affair and does not generate feelings of "life and death" urgency.) A second reason is the feeling that federally seeded money would not fall on fertile ground at the present time because so many states, local education agencies, and higher education institutions are cutting back their spending and, therefore, the resources for pyramiding the effects of federal stimulation are less available than in the past. However, both federal and state officials appeared to agree that stimulus from agencies outside the local education agencies and higher education institutions is essential in order to bring about reform in the teacher education area. Experienced policy makers tended to feel that the educational system has great difficulty improving itself.

As might be expected, the teacher supply situation was mentioned quite frequently as a major cause of the rise of importance of inservice teacher education. Many of those interviewed felt that because of the present oversupply of teachers, reform in education will depend tremendously on the education of the inservice teacher.

It was agreed that there is an urgent need to establish the facts about inservice teacher education, to provide reliable data not presently available. Policy makers have few sources of data about the extensiveness of inservice teacher education, its funding structures, its substance, and the number of persons involved in it as trainers and trainees. They called for a general fact-finding survey as an essential base for decision-making in the area.

ORGANIZATION OF ISTE

SKEPTICISM: The policy makers generally agreed with the other persons interviewed that the inservice enterprise as presently conducted is not efficient, effective, or popular. They frequently voiced the opinion that ISTE is often irrelevant to the needs of teachers and that it is beyond the demonstrated capability of many higher education institutions to adjust their offerings in order to respond to the needs of school districts or teacher personnel. Equally, however, many policy makers were skeptical about the initiative and energy to bring about reform that can be expected from other segments of the educational establishment. It was this skepticism that underlay their feeling that federal and state stimulation will be necessary in order to bring about reform in the field. Interestingly enough, this skepticism described their opinion of nearly all the entities within the educational establishment. They were especially critical of higher education institutions, feeling that the faculty and administration of higher education institutions are chiefly occupied with protecting their positions and that many of their self-initiated reforms turn out to be reiterations of past practices encased in fresh jargon. The policy makers were at least as negative toward higher education faculty and administration as were the other persons interviewed who were from outside higher education institutions. At the same time, many persons appeared to feel that much of the intellectual energy within the educational establishment is contained in higher education institutions.

RELEVANCE: Many of the policy maker interviewees expressed the feeling that inservice education should be closely related to the activities of the local education agencies, that many of the training activities should take place "on site," and that training should be conducted by personnel very closely related to the needs of teachers and school systems. The opinion was frequently expressed that courses, institutes, and other events which do not grow directly out of a need of the local education agency or of the teachers are bound to be irrelevant and ineffective. As one interviewee put it, "Institutes don't work because teachers quickly revert to their old behaviors. The one thing we do know about the retraining of teachers is that retraining should not be separated from teaching itself."

ROLE OF TEACHERS: The policy makers varied in their views of teachers' desire for inservice education. Some felt that incentives--especially sanctions--would have to be used in order to induce teachers to take training. Paradoxically, nearly all of them felt that teachers are in the best position to determine the actual competencies needed for their job and that they should play a major role in determining the substance of training. This enigma repeated itself frequently in the interviews. The skepticism about teachers' desire for inservice education, accompanied by the feeling that teachers themselves are the best judges of what they need, may not really be a paradox. It is possible that the combination of (a) the social climate of teaching, (b) relatively poor past experiences with inservice education, and (c) the tying of inservice education to university courses, credentials, and salary increments, has made teachers resistant to most existing forms of inservice education. However, this does not negate the possibility that they actually are in the best position to determine exactly what will benefit them in the classroom.

ROLES OF LEA'S AND IHE'S: The same type of ambivalence was expressed about the local education agencies. While believing that inservice teacher education should be agency-based, many of the policy makers were skeptical about the ability of the school systems to "de-center" from their daily problems and needs sufficiently to generate innovative or fresh thrusts. Similarly, the belief was frequently expressed that university-initiated inservice training would be rejected by school systems and teachers, although it is generally assumed that the present higher education faculty represent the largest pool of available, effective trainers. Again, this may not be as much of a paradox as it first seems. It may well be that many potentially effective trainers are on faculties of higher education institutions but that the structure of inservice education as it has existed in the past has prevented them from being effectively related to teachers' needs. Policy makers, however, much more than the other persons interviewed, felt that it should be possible to develop cadres of inservice trainers within school systems. These local cadres could work more effectively with entire school staffs than could college-based trainers. As one interviewee stated, "However inservice programs are organized, entire school staffs should be involved. In many ways, inservice education is a social process and the retraining of one segment of a particular school's personnel has little or no value." The implication from policy makers was that teachers working as faculties would be able to determine their priority needs and focus on them as a group. This was in sharp contrast to the teacher-held view that inservice education is essentially an idiosyncratic process whereby each teacher assesses his or her own needs and relates to opportunities for training as his or her own judgment dictates.

ROLE OF TEACHER ORGANIZATIONS: The view of teacher organizations which policy makers expressed was that their role should be advisory. Several policy makers expressed the opinion that teacher unions and associations should bargain for aspects of inservice education and should play only an advisory role in organizations responsible for implementing it. This was accompanied in most cases by the belief that teacher organizations should not have direct control of federal or state funds, nor should they be involved directly in the governance of teacher education. Policy makers were unanimous with respect to this question. While most of them supported the rise of unions and associations representing the interests of teachers, they were extremely pessimistic about the ability of those organizations to be forward-looking with respect to inservice education. As one of them put it, "The unions must look at inservice as a fundamental element in their support of teachers. The union role should be advisory, however, rather than being involved in implementation and organization."

GENERAL IMPRESSIONS ABOUT GOVERNANCE: Policy makers apparently are seeking a structure that will more productively relate the various education agencies and entities in a system which can provide service that is closely relevant to the needs of both the schools and the teachers. They have relatively little faith in any one segment of the educational establishment, including, especially, a lack of faith in their own ability to get together and rejuvenate themselves. The overall impression is that the Education Professions Dèvelopment Act (EPDA) was a failure. Among the many lessons learned from it are that "higher education institutions cannot be trusted to rejuvenate the educational establishment;" "inservice education should be field-based;" "teachers are resistant to inservice training but are the best sources of knowledge about specific needs;" and "a focus of impact on particular school sites is necessary for inservice education to pay off." One of the officials of a large, multi-purpose university suggested that school districts, universities, and communities could gather together to create a Joint Powers Board which would authorize varieties of teacher education, such as university-based instruction and district-based instruction. The Joint Powers Board would contain a research and development component to generate new curricular and organizational forms and place them within the schools. Teacher centers would also be created, to be staffed by members of the consortia, with teachers rotating in and out of them as trainers and trainees. This model is presented in Figure 1.

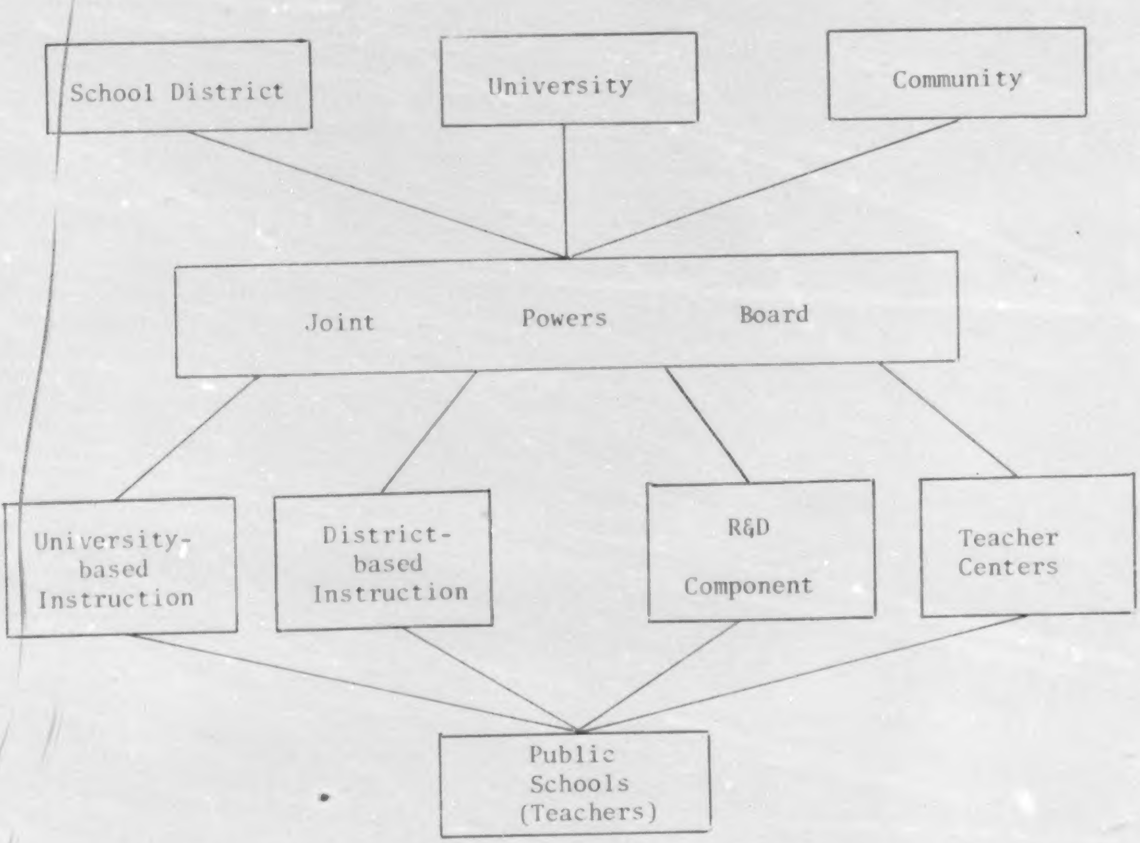
School District
University
Community
Joint Powers Board
University-based Instruction
District-based Instruction
R&D Component
Teacher Centers
Public Schools (Teachers)

Figure 1. Illustrative Conceptual Model for ISTE

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The legislators who were interviewed, in particular, felt the need for much more information about the effectiveness of alternative forms of inservice education, both on the opinions of teachers and on their behavior in the classroom. The lack of definitive research in inservice education was cited time and again as a hindrance to effective thought about the relationships of entities and the construction of new types of organizations. Similarly, there was a call for experimentation with alternative models of inservice education, and concern about the relative lack of information about the models which are presently available or their acceptability to the field.

COST AND FINANCE

The policy makers indicated that there is much less information than is necessary about actual expenditures for inservice education and the alternatives which are available. Many of them felt that more money is necessary, particularly seed money, but, as indicated above, the time is not propitious to have the seed money capitalized on by states and local districts.

PARTICIPATION IN ISTE

The policy makers were virtually unanimous in feeling that inservice education should be required and that a major structural change should be made within the educational organization which would make inservice education a continuous, day-by-day activity. It is interesting that representatives of teacher organizations expressed a similar point of view, since so many of the policy makers were relatively cynical about the organizations' ability to operate except from self-interest.

INCENTIVES

There was considerable disagreement among the policy makers about incentives for motivating teachers to participate in inservice training. Many felt that released time alone should be sufficient as an incentive and should be engrained as part of the system. In fact, most of the policy makers felt that incentives other than released time are not terribly important to the teachers themselves. Many teachers do not want to participate in inservice training which takes place after school hours, on weekends, or during vacation periods, regardless of salary increments, university credits, or other like incentives which may be offered. Some would participate if inservice were arranged for as employment for extended periods of the summer and other vacations; but it is generally believed by policy makers that the majority of teachers prefer to have time during regular work periods for inservice training and are not motivated to participate by monetary or credential-related incentives. Nevertheless, there was some division among the policy makers about the use of credentials as incentives and the necessity for stipends. Some felt that teachers have been neglected with respect to monetary incentives not attached to university degrees and credentials and that there should be extra pay for inservice education received. A case in point is Hawaii, where the average teacher already makes $16,000 per year, and three-quarters of all teachers are at least at level six of the possible eight steps on the payscale. In this case, the traditional incentive to take inservice work in order to increase salaries is somewhat irrelevant, and yet of the nine thousand teachers in Hawaii, approximately four thousand take classes through the university anyway. The impression is strong that the credential and salary-oriented incentive system has run its course here, and that teachers are also not concerned with released time; rather, they continue to attend universities simply to be with their peers to discuss important issues. There is much confusion on the issue of incentives that needs to be resolved in order for policy makers to think effectively about the alternatives.

STRUCTURE AND SUBSTANCE OF ISTE

Again, two currents which appear superficially to be conflicting could be discerned in the opinions of policy makers with respect to the structure and substance of inservice teacher education. On the one hand, past and existing inservice programs were regarded as excessively formalized and unrelated to the needs of teachers, and there was general agreement that greater flexibility should be provided. At the same time, there was the desire to have education focused on improving the competency of the teacher, relating training more closely to the needs of the classroom, and helping school staffs reorganize themselves. In other words, one tendency appeared to ask for a softening of the formalized structure of ISTE, while the other seemed to ask for a mandated inservice education in line with the thrusts of the school and the deficiencies of particular teachers.

Thus, the policy makers expressed paradoxical streams of thought, one indicating that the substance and process of inservice teacher education should be determined by thrusts of the district, and another feeling that individual teachers should define their own needs. A high official of one state said, "We encourage local systems to make a long-range plan, attacking one or two priorities in a year, showing the interrelatedness of those priorities and using in kind resources to pyramid state and federal funding," while an official of another state stated that "...funding and control must be local. I do not want some central authority telling schools what inservice teacher education is to be. Teachers themselves should have the major decision making roles."

EVALUATION

Similarly minded views were expressed regarding the evaluation of inservice education. Some policy makers apparently feel that teachers should define their own needs and evaluate their own progress. Others feel that there should be a continuous, and relatively hard-nosed, external evaluation of the effects of inservice education, and a relatively systematic evaluation of teachers' needs by persons other than a teacher's immediate peers.

MAINSTREAMING

"Mainstreaming" of handicapped youngsters came up repeatedly. The policy makers, as did the other interviewers, agreed that mainstreaming creates enormous needs for inservice education and that school systems and teachers have great difficulty facing the usual variety of children and will have even greater difficulty facing an increased variation in individual differences. Most of those who mentioned mainstreaming tended to feel that a major inservice effort should be established in the area of working with the handicapped. They generally say it is now unclear just how teacher determinations of needs for this type of inservice education should be reconciled with system-determined needs.

PERCEIVED PROBLEMS

The general skepticism expressed with respect to the potential of the entities involved in inservice teacher education was made more specific as well. Sample comments include:

> Teachers seem to lack the desire for adequate professional competency.
>
> Some teachers attend only for the stipends.
>
> Administrators decide ISTE without consulting teachers.
>
> There is a lack of enthusiasm on the part of the teachers.
>
> ISTE is dominated too much by university theorists without practical experience.
>
> Teachers can't do this for themselves; their only salvation is college personnel.
>
> School districts cannot train their own personnel because it confuses the evaluation and training function.

In other words, there seems to be a general lack of confidence in the conventional entities. At the same time, however, various policy makers favored particular entities as being the most potentially productive.

SUMMARY

A very strong overall impression which we have formed from the interviews with the policy makers is that they are highly articulate about problems in the area of inservice teacher education. Teachers, school district officials, and higher education faculty and administration may feel that policy makers do not understand their problems. However, to judge from these interviews, it appears that policy makers identify many of the same issues as the other groups, and do so quite articulately. In fact, it appears that the policy makers do indeed have the perspectives that we would hope for from policy makers in that they see issues quite broadly and clearly. Nevertheless, the policy makers appear to be no closer to new solutions to the problems of inservice teacher education than does anyone else within the system; the collective wisdom of the policy makers here interviewed does not lead us to a series of coherent policies. Much more fact finding and sorting out of the alternatives than we have had to date seems to be necessary, and these perceptions and judgments may usefully aid in guiding the next steps.

ISTE

REPORT II: PART FOUR

IMPLICATIONS

THE SEEDS OF FUTURE MODELS

The conflicting views of members of the education community and policy makers which have been reported in this monograph actually represent the basis for extrapolating some of the possibilities for the future of in-service teacher education. In a time of widespread skepticism and disagreement, it appears unlikely that there will develop quickly a consensus on single, broad-scale solutions to ISTE problems. Varieties of models will be generated, and it is almost certain that nearly every one of them will be unacceptable to some group or to individuals within any given group. Among the nascent models are the following:

(1) A classroom teacher decision-maker model which is IHE related.
In this model the teachers would determine their own needs and, through the district, would contract with a higher education institution to meet those needs. This model is frequently suggested, but is just as frequently criticized as being hopeless, due to the inflexibility and irrelevance of higher education personnel.

(2) A teacher organization centered model.
In this model the teacher organization would organize the teachers to determine their needs and would contract with consultants and other personnel to satisfy the needs. This model is favored by a certain number of teacher organization personnel, although by no means all of them, but is severely criticized by policy makers who feel that the union would be a special interest group concerned with protecting the teacher rather than with making him or her more effective.

(3) A local school district thrust model.
In this model school districts would assign priorities to their needs and either contract with IHE's and consultants or develop their own personnel to carry out training relevant to those needs. Many states favor this type of model, and many federal policy makers feel that funding states to cause school districts to do this kind of thing is the best current solution. However, there are many persons at all levels who feel that school district personnel are too self-interested and as unable to see the needs of teachers as are IHE personnel.

Thus, there are a variety of proposals for the future of ISTE, nearly all of which appear to be criticized by some group or other. If the teacher is not included in a determination of the models to be used, there is a fear of irrelevance. If the teacher is given too prominent a role, some will protest that teachers are indifferent or lack perspective on their own function. If the school district is not given sufficient control, then the danger is perceived that inservice education may not be related enough to the economic investment and local needs of the community in which the schooling is carried out. On the other hand, school districts are said not to possess sufficient seeds for regeneration.

Higher education institutions and their faculties are the most criticized of all the groups. On the other hand, again and again, they are turned to as the major resources when it comes down to putting together programs of courses and institutes, an area in which they, of course, have the greatest experience. A competitive organizational alternative to the IHE has not yet appeared, at least in the minds of most of our interviewees.

THE OMNIPRESENT ORGANIZATIONAL PROBLEM

Perhaps the most interesting aspect of the interviews was that, although the policy makers were, on the whole, much more articulate and clear about aspects of the educational system than were many of the participants in it, they tended to agree with the other groups interviewed on nearly all of the major issues. The results of the policy maker interviews reveal many of the same types of paradoxes and problems expressed by the participants in education themselves during the interviews with them.

Obviously, much of the confusion over ISTE results from frustration with this enormous and much maligned enterprise. Since there are already two million teachers who are articulate trainers of the young and should be able to express their needs, and there are seventeen thousand school districts which are accustomed to expressing their goals and defending them to the public, and there are fourteen hundred higher education institutions which prepare teachers and which contain among them almost forty-five thousand faculty members who are accustomed to teaching courses to teachers, it is not surprising that there should be frustration with the results of the inservice teacher education enterprise. With all of the entities presently participating and contending, the reason for the perceived relative ineffectiveness of inservice teacher education is very likely to be structural. Apparently, there are plenty of the essential ingredients for success; yet, somehow these are not being brought together effectively, and nearly everyone is dissatisfied. It appears that the first step in determining the future of ISTE will be to solve the problem of organizing the various groups who have an interest in inservice teacher education--several of which include vast numbers of people--into a single structure which will allow for diversity in the expression and meeting of needs, and, at the same time, maintain a unified sense among the entities of common overall goals to be reached and of the means for attaining them.

APPENDIX A

INTERVIEWS CONDUCTED:
BY RTR CENTER, STATE, AND USER GROUP

WESTERN RTR CENTER
UNIVERSITY OF SOUTHERN CALIFORNIA
INTERVIEWS CONDUCTED BY STATE AND USER GROUP

STATE	INSTITUTION/ SCHOOL DISTRICT	# INTERVIEWS BY USER GROUP							
		IHE							
		ADMIN.	FACULTY	SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL
ARIZONA	U.of Arizona	2	4						
	Phoenix School District			1	2	5			
CALIFORNIA	UCLA	2	4						
	Los Angeles City Schools			2	2	5		2	
	Costa Mesa School District			1	2	5			
	Oakland School District				2	5			
	Santa Ana School District			1	2	5			
	San Francisco School District			1	2	5	2		2
	California State U. San Francisco	2	4						
	Whittier School District			1	2	5			
	Compton School District			1	2	5	1	1	

INTERVIEWS CONDUCTED BY WESTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	IHE		SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL
		ADMIN.	FACULTY						
NEVADA	Clark County School District			1	2	5			
	U. of Nevada, Las Vegas	2	2						
	U. of Nevada, Reno	2	2						
NEW MEXICO	Albuquerque School District			1	2	5			
	U. of New Mexico	2	4						
OREGON	Portland School District			1	4	10	2	2	2
	Portland State University	2	4						
TEXAS	Houston Independent School District			1	4	10	2	2	2
	Univ. of Houston	2	4						
	Texas Southern U.	2	4						
	Prairie View	2	4						
WASHINGTON	Pasco School District			1	1	4	1		1
	Seattle School District			1	4	10		2	2

INTERVIEWS CONDUCTED BY WESTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	IHE		SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL
		ADMIN.	FACULTY						
	U. of Washington	2	4						
GRAND TOTALS		22	40	14	33	84	10	9	7
TOTAL INTERVIEWS 219									

MIDWESTERN RTR CENTER
UNIVERSITY OF NEBRASKA, OMAHA
INTERVIEWS CONDUCTED BY STATE AND USER GROUP

STATE	INSTITUTION/ SCHOOL DISTRICT	IHE				SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT OFFICIAL	LEGIS- LATOR
		COLLEGE EDUC.		ARTS & SCIENCE								
		ADM.	FAC.	ADM.	FAC.							
ARIZONA	Northern Arizona University	2	1									
	Flagstaff Public Schools and Navajo Reservation						2	8	1	1		
COLORADO							2	10			4	
KANSAS	Manhattan and Kansas State University	1	5				1	4		2		
MINNESOTA	Minneapolis Public Schools					4	5	12				
MISSOURI	St. Louis Schools and Bannaker District					2	1	8	2			
	University of Missouri, St. Louis		3									

INTERVIEWS CONDUCTED BY MIDWESTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	IHE				SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT OFFICIAL	LEGIS-LATOR
		COLLEGE EDUC.		ARTS & SCIENCE								
		ADM.	FAC.	ADM.	FAC.							
MONTANA	E. Montana College	1										
	Hardin Public School and Crow Agency					1		5				
NEBRASKA	State Education Department										2	
	Lincoln Public Schools					1		1				
	Omaha Metropolitan Area, District 66					3	2	3	1	2		
	University of Nebraska at Omaha	1	6									
	Omaha Public Schools						7	29	1			
	Millard School District						2	3				
	Panhandle, Scottsbluff, Gering, Chadron State		5			3	2	5	1			

INTERVIEWS CONDUCTED BY MIDWESTERN RTR CENTER

		IHE										
		COLLEGE EDUC.		ARTS & SCIENCE								
STATE	INSTITUTION/ SCHOOL DISTRICT	ADM.	FAC.	ADM.	FAC.	SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT OFFICIAL	LEGISLATOR
IOWA	Carter Lake							3				
	Council Bluffs					1	2	11				
NORTH DAKOTA	Devils Lake Public Schools and Fort Yates Public Schools					1	2	6	1		2	
	Grand Forks University of North Dakota		4	1								
LOUISIANA	Shreveport							1				
TEXAS	University of Texas at San Antonio		2	1								
	Austin Independent School District					2	2	4	1			1
UTAH	Brigham Young University		3		1							
	Salt Lake City U.S.A.I.L.					1		1		1	1	

INTERVIEWS CONDUCTED BY MIDWESTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	IHE COLLEGE EDUC.		IHE ARTS & SCIENCE		SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED DEPT OFFICIAL	LEGIS-LATOR
		ADM.	FAC.	ADM.	FAC.							
	Ogden Public Schools		2				1	4	1			1
	Bountiful, Sandy, West Jordan						2	7				
GRAND TOTALS		4	32	4	2	22	33	125	9	6	9	2
TOTAL INTERVIEWS 242												

GREAT LAKES RTR CENTER
WAYNE STATE UNIVERSITY
INTERVIEWS CONDUCTED BY STATE AND USER GROUP

STATE	INSTITUTION/ SCHOOL DISTRICT	TEACHER	IHE EDUC. FACULTY	IHE FACULTY	IHE ADMIN.	PUBLIC SCHOOL ADMIN.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	TEACHER ORG. REP.	LEGIS-LATOR
INDIANA	Indianapolis	2	1	1		2	1			
MICHIGAN	Detroit	13	3	5	1	5	2		7	
	Willow Run	2				2	1			
	Lansing	4		3	1	4	1	1	2	1
	Flint	3				2				
	Rochester	3		3		1				
	Fenton	1				2				
	Belleaire	9								
	Ypsilanti				1					
OHIO	Columbus	3	1	3	1	1	3			
	Youngstown	3	1	5	1	3				
	Meigs County	2				2			1	
	Cleveland	2		2	2	1				
	Dayton	6				3				
	Toledo	5		1	2	3			1	
	Athens	1		5	2		1			

INTERVIEWS CONDUCTED BY GREAT LAKES RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	TEACHER	IHE EDUC. FACULTY	IHE FACULTY	IHE ADMIN.	PUBLIC SCHOOL ADMIN.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	TEACHER ORG. REP.	LEGIS-LATOR
WISCONSIN	Madison	5		6		5				
	Milwaukee	6		2	1	2	1		1	
	Steven Point	7	7			2				
	Shorewood	1								
	Jonesville	1								
WEST VIRGINIA	Charleston	6	2	2	2	4	2	1		2
	Institute	1								
GRAND TOTALS		86	15	38	14	42	12	2	12	3
TOTAL INTERVIEWS 224										

NORTHEASTERN RTR CENTER
HOWARD UNIVERSITY
INTERVIEWS CONDUCTED BY STATE AND USER GROUP

STATE	INSTITUTION/ SCHOOL DISTRICT	# INTERVIEWS BY USER GROUP								
		IHE								
		ADMIN.	FACULTY	SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	LEGIS- LATOR
CONNECTICUT	U. of Hartford	3	5							
	Trinity College	1	4							
	Kinsella Public Schools				1	2				
	Hartford School District	1						1	2	1
	Burns Public School				1					
MAINE	U. of Maine Presque Isle	2	5							
	S. Aroostook School District			1	3	7	1	2	1	1
MARYLAND	U. of Maryland Baltimore College	1	6							
	Morgan State College		7							
	Coppin State College	1	5							
	Dunbar High School				2	1		1		1

INTERVIEWS CONDUCTED BY NORTHEASTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	IHE		SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	LEGIS-LATOR
		ADMIN.	FACULTY							
	Baltimore School District	1						1		
	Pimlico Public Schools	1			2	5				
NEW HAMPSHIRE	Hanover School District				1		1	1	1	
	Dartmouth College	2	4							
	Hanover Public Schools				1		1			
	Supv'y U. #32				1		1			
	Richmond Public Schools				1					
	Ray Public Schools					3				
	School St. Public School					4				
NEW JERSEY	Glassboro State College	3	11				2			
	Rodgers Public School				2	4				
	Academy Street Public School				1					
	Bowe Public Schools				1					

INTERVIEWS CONDUCTED BY NORTHEASTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	IHE ADMIN.	IHE FACULTY	SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	LEGISLATOR
	Glassboro Public Schools	1								
NEW YORK	New York City Public School 179					4				
	New York City Public School 192				1	9	1			
	New York City Public Schools							1	3	
	New York City Public School 145				1					
	New York City Public School 163					2				
	New York City Area		7		12	22	8			
	Bank Street College	3	5							
	City College New York		2							
	S.U. N.Y. Potsdam	2	7							

INTERVIEWS CONDUCTED BY NORTHEASTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	IHE ADMIN.	IHE FACULTY	SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	LEGISLATOR
	Canton Central Schools				1					
	Canton Middle Schools					3		1		
	Canton Public Schools				1					
	Parishville-Hopkins Public Schools				1	1				
	Potsdam Public Schools					1				
	Norwood-Norfolk Schools				1	2		1		
	A. A. Kingston Middle Public School					1				
VIRGINIA	Fredericksburg Public Schools					3				
VERMONT	Seminary Hill Public Schools					1				
	University of Vermont	1	10							
	Rutland Public Schools				2	2	4			

INTERVIEWS CONDUCTED BY NORTHEASTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	IHE ADMIN.	IHE FACULTY	SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	LEGISLATOR
	Wheeler Public Schools				1					
	John F. Kennedy Public School				2	5				
	Burlington Public Schools						2		1	3
GRAND TOTALS		23	78	1	40	82	21	9	9	7
TOTAL INTERVIEWS	270									

SOUTHEASTERN RTR CENTER
UNIVERSITY OF GEORGIA
INTERVIEWS CONDUCTED BY STATE AND USER GROUP

STATE	INSTITUTION/ SCHOOL DISTRICT	TEACHER	IHE EDUCATION FACULTY	IHE OTHER FACULTY	IHE ADMIN.	PUBLIC SCHOOL ADMIN.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	TEACHER ORG. REP.	LEGIS- LATOR
MISSISSIPI	Jackson State College		1	1	1					
	Jackson Public Schools	6				1	1	1		1
VIRGINIA	Virginia State College, Richmond		2	1	1					1
	Virginia Union		1	1	1					
GEORGIA	Atlanta University		1	1	1					1
	Atlanta City Schools	8				1	1	1	1	
	University of Georgia		1	1	1					
	Clarke County Schools	5				1	1		1	
TENNESSEE	George Peabody College		1	1	1					
	Nashville City Schools	5				1	1			1
	Middle Tennessee State Murfreesboro		1	2	1					

INTERVIEWS CONDUCTED BY SOUTHEASTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	TEACHER	IHE EDUCATION FACULTY	IHE OTHER FACULTY	IHE ADMIN.	PUBLIC SCHOOL ADMIN.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	TEACHER ORG. REP.	LEGIS- LATOR
	Murfreesboro City Schools	5				1	1			
ALABAMA	Auburn City Schools	1				1				
	Auburn University		1		1					
	Miles College, Birmingham		1	1	1					
	Birmingham City Schools	7				2			1	
	University of South Alabama		1	1	2					
	Mobile Consolidated Schools	15				1	1		1	
GEORGIA	West Georgia College		1	1	1					
	Columbus College		1		1					
	Columbus Schools	1								
	Carroll County Schools	1				1				

INTERVIEWS CONDUCTED BY SOUTHEASTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	TEACHER	IHE EDUCATION FACULTY	IHE OTHER FACULTY	IHE ADMIN.	PUBLIC SCHOOL ADMIN.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	TEACHER ORG. REP.	LEGIS- LATOR
LOUISIANA	Xavier University		1	1	1					1
	New Orleans Parish Schools	10				1				
FLORIDA	University of Florida		2							
	Alachua County Schools	5				1			1	
	Florida State University		1	1						
	Tallahassee School District	15				1	1	1	1	
KENTUCKY	Western Kentucky University		2	1	1					1
	Elizabethtown Board of Education	5				1	1			
	University of Louisville		1	1	1					
	Louisville City Schools	7				1	1		1	1
SOUTH CAROLINA	University of South Carolina, Columbia		2	1	1					

INTERVIEWS CONDUCTED BY SOUTHEASTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	TEACHER	IHE EDUCATION FACULTY	IHE OTHER FACULTY	IHE ADMIN.	PUBLIC SCHOOL ADMIN.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	TEACHER ORG. REP.	LEGIS-LATOR
	Lancaster Area #4 Schools	10				1	1		1	
	South Carolina State, Orangeburg		1	1	1					
	Orangeburg County Schools	5				1	1			
NORTH CAROLINA	Winston-Salem State		1	1	1					
	Winston-Salem Schools	3				1	1			1
	North Carolina A & T University, Greensboro		1	1	1					
	Greensboro City Schools	6				2				
GRAND TOTALS		120	25	19	20	20	12	3	8	8
TOTAL INTERVIEWS	235									

APPENDIX B

INTERVIEW ANALYSIS GUIDE

INTERVIEW DESCRIPTION

1. Date of interview
    1. September
    2. October

2. Present position of interviewee
    1. Teacher
    2. School Administrator
    3. Higher Education Faculty: College of Education
    4. Higher Education Administrator
    5. Other
    6. Teacher Organization Representative

3. Location
    1. Urban
    2. Rural
    3. Suburban
    5. Other

4. Type of population area
    1. Metropolis
    2. Small City
    3. Small Town
    4. Rural

5. Years of service in education
    1. 0-3
    2. 4-9
    3. 10-20
    4. Over 20

6. Ethnicity
    1. American Indian
    2. Anglo
    3. Asian American
    4. Black
    5. Other
    6. Mexican American/Chicano

7. Sex
    1. Male
    2. Female

TOPIC 1: INCENTIVES AND MOTIVATION

It is generally believed that present arrangements do not provide adequate incentives for teachers to participate enthusiastically in ISTE activities.

ISSUE 1: Is this true?

1. Yes (Agree) (True)
2. No
5. Other
8. Did not discuss
9. Did not know

ISSUE 2: If so, why? What are the major shortcomings of present arrangements?

1. Time related reasons: We are expected to teach all day and participate in inservice.
2. Money related reasons
3. Time and money
4. Disorganization of program
5. Other
6. Irrelevant
7. Inconvenient location
8. Did not discuss
9. Did not know

ISSUE 3: What suggestions do you have for improving the "incentive system?"

1. Better planning and organization, i.e. more teacher input, meet local needs, long range plans
2. More incentives to encourage participation, i.e. general statements such as more rewards
3. More incentives to encourage participation, i.e. time related statements, such as released time
4. More incentives to encourage participation: money related
5. Other
6. Time and money
8. Did not discuss
9. Did not know

ISSUE 4: What are the chief obstacles to reform in this area?

1. Attitudinal - teachers, i.e. teachers' resistance to change
2. Attitudinal - administration; lack of enthusiasm from administration
3. The lack of incentives for teachers
4. Lack of financial support for inservice teacher education
5. Other
8. Did not discuss

9. Did not know

ISSUE 5: What are the chief issues and problems to be solved in developing and implementing better incentive systems?

1. Need for better planning and organization, i.e. teacher participation in planning
2. Need for an attitudinal change on part of teacher and/or administration
3. Need for staff awareness for need of inservice teacher education
4. Lack of financial support
5. Other
8. Did not discuss
9. Did not know

TOPIC 2: RESPONSIBILITY FOR ORGANIZATIONAL STRUCTURE OF ISTE

ISSUE 1: What agencies and groups should have the greatest responsibility for initiating and organizing ISTE? (Deciding on overall patterns of offerings, teacher centers, etc.)

1. Teachers
2. Cooperative effort between teacher and school district
3. Administration/school district/LEA
4. Cooperative effort between school district (LEA) and higher education institution (university)
5. Other
8. Did not discuss
9. Did not know

ISSUE 2: Who should determine the content and process of ISTE? (What materials will be focused on and what methods will be used.)

1. Cooperative effort between school district and teachers, i.e. teachers and administration
2. Cooperative effort between school district and universities
3. Cooperative effort between various agencies
4. School districts/administration
5. Participants (teachers)
6. Other
8. Did not discuss
9. Did not know

ISSUE 3: Who should evaluate programs of ISTE? (i.e., state officials, local school boards, building principals, teachers, etc.)

1. Cooperative effort between school district and teachers
2. Cooperative effort between school district, teachers, and other participating agencies, i.e. community, higher education institution, outside agencies
3. School district/administration
4. Teachers
5. Trainers
6. Other
8. Did not discuss
9. Did not know

ISSUE 4: What should be the relative roles, overall, of: (1) state education agencies; (2) school districts; (3) teacher organizations; (4) community groups; and (5) higher education personnel in the determination of policy? (List in rank order from most significant role to least significant role.)

1. State education agencies
2. School districts
3. Teacher organizations
4. Community groups

5. Higher education personnel
6. Other

TOPIC 3: INSTRUCTIONAL PERSONNEL FOR ISTE

Presently, college faculty are the most frequently used source of instructional personnel, with curriculum supervisors and consultants involved less frequently.

ISSUE 1: Please select a particular training objective that you perceive as significant and identify the best source of instructional personnel for it.

OBJECTIVE

1. Individualization
2. Diagnostic and prescriptive
3. Multicultural/cross cultural/human relations
4. New teaching strategies
5. General methods
6. Specific teaching skills
7. Other
8. Did not discuss
9. Did not know

PERSONNEL

1. Experienced teachers
2. University personnel
3. School administrators
4. Special consultants
5. Other
8. Did not discuss
9. Did not know

ISSUE 2: Who should select the instructors in a local ISTE program?

1. School district (administration)
2. Teachers and school district
3. University
4. University and school district
5. Teachers
6. Other
8. Did not discuss
9. Did not know

ISSUE 3: Why would you elect to participate in a program of ISTE?

1. For professional growth, i.e. for better performance in my classroom, to keep abreast of trends
2. To receive incentives, i.e. salary increments, university credit
3. Part of job
5. Other
8. Did not discuss
9. Did not know

ISSUE 4: On what basis would you like to receive benefits if you were to to teach in an ISTE program? (i.e. part of regular teaching load, supplementary pay, released time,etc.)

1. Part of regular teaching load
2. Supplementary pay
3. Released time
4. No preference
5. Other
8. Did not discuss
9. Did not know

TOPIC 4: PRIORITIES AND OBSTACLES

ISSUE 1: What is the most important issue that ISTE must focus on at the present time? (i.e. what areas do you see as needing immediate attention?)

1. Individualized instruction
2. Special education
3. Multicultural education/bilingual education
4. Humanistic goals
5. Other
8. Did not discuss
9. Did not know

ISSUE 2: Do you feel ISTE is satisfactory at present?

1. Yes
2. No
5. Other
8. Did not discuss
9. Did not know

ISSUE 3: Do you feel that any major program of ISTE is needed?

1. Yes
2. No
5. Other
8. Did not discuss
9. Did not know

ISSUE 4: What do you feel are the major obstacles to the improvement of ISTE?

1. Resistance to change (attitudinal)
2. Teachers in general
3. School administration
4. Lack of financial assistance
5. Other
8. Did not discuss
9. Did not know

TOPIC 5: DECIDING PARTICIPATION AND EVALUATION OF INDIVIDUAL TEACHERS AS TRAINEES IN ISTE

ISSUE 1: Who should decide how frequently an individual teacher will participate, what she/he will study, and how much she/he will study?

1. Teachers
2. Teachers in cooperation with administration/ supervisors/ principal
3. Principal
4. School district/administration
5. Other
8. Did not discuss
9. Did not know

ISSUE 2: Should all teachers be required to have regular programs of ISTE? (For example, should there be periodic "cycles" of training with, say, a month per year set aside in each teacher's schedule for ISTE activities?)

1. Yes (including those who say regular basis, ongoing, etc.)
2. No
3. Sometimes/maybe
5. Other
8. Did not discuss
9. Did not know

ISSUE 3: Should participation be on the basis of requirements by local district, self-diagnosis and interests, diagnosis by other teachers, suggestions of principals, supervisors, etc.?

1. All of, or combination of, above
2. Self-diagnosis
3. Self-diagnosis with suggestions of supervisor/principal
4. Local district/school district
5. Other
8. Did not discuss
9. Did not know

ISSUE 4: What form should evaluation of a teacher's performance in an ISTE program take? Who should be the evaluator or evaluators? How should the results be used?

EVALUATOR(S)

1. Teachers
2. Joint evaluation: teachers and administration
3. Joint evaluation: administration and higher education institution
4. External evaluator
5. Other
8. Did not discuss
9. Did not know

USE OF EVALUATION

1. Identify future needs for ISTE
2. Improve present programs of ISTE
3. Help teachers improve classroom performance
4. General incentive (salary increment, university credit)
5. Other
8. Did not discuss
9. Did not know

TOPIC 6: DEFINITIONS OF ISTE

ISSUE 1: If you had to define ISTE as it presently exists, how would you characterize it; that is, what is your conception of ISTE?

1. Lacking organization
2. Providing needed services in keeping teachers up to date
3. Inadequate in meeting needs of teachers
4. Management-directed/administration-based program
5. Other
8. Did not discuss
9. Did not know

ISSUE 2: What would you like ISTE to become (if that is different from the above)?

1. Provide professional development for the classroom teacher
2. Meet local needs
3. Increased involvement of teachers
4. Nothing different
5. Other
8. Did not discuss
9. Did not know

TOPIC 7: CONTEMPORARY ISSUES

ISSUE 1: Some people feel that ISTE should be competency-based; that is, each piece of training should be oriented toward specific, definable skills or concepts. What do you think of this?

1. Agree
2. Disagree
3. Somewhat agree
5. Other
8. Did not discuss
9. Did not know

ISSUE 2: With the present trend toward "mainstreaming," it seems likely that more "handicapped" children will be coming into the "regular" classroom. What do you feel will be the implications for inservice education to work with the following groups?

A. The physically handicapped (blind or nearly so, deaf or nearly so, and the orthopedically handicapped).

1. More inservice education for teacher (general training)
2. More inservice education for teacher (specific skill training)
3. Need for diagnostic prescriptive training
4. Development of understanding of attitudes of handicapped child
5. Other
8. Did not discuss
9. Did not know

B. The students with serious learning problems

1. More inservice education for teacher (general training)
2. More inservice education for teacher (specific skill training)
3. Need for diagnostic prescriptive training
4. Development of understanding of attitudes of handicapped child
5. Other
8. Did not discuss
9. Did not know

C. The emotionally disturbed

1. More inservice education for teacher (general training)
2. More inservice education for teacher (specific skill training)
3. Need for diagnostic prescriptive training
4. Development of understanding of attitudes of handicapped child
5. Other
8. Did not discuss
9. Did not know

ISSUE 3: Multi-ethnic education is developing rapidly, with bilingual and multi-cultural education important aspects of it. Comment on the needs in this area for inservice education.

1. There is a need for inservice in these areas (a high priority)
2. A need, but other areas more important
3. There is no need for inservice in these areas
4. Special need for bilingual teachers
5. Other
8. Did not discuss
9. Did not know

ISSUE 4: Pick a curriculum area (reading, arithmetic, social science, science, performing arts, physical education, etc.). In this area, what are the greatest inservice needs and problems? (For teachers, school administrators, and college faculty only.)

1. Reading: need to meet individual needs and obtain training in teaching strategies
2. Social science (studies): need for training in multi-ethnic education and teaching strategies
3. Individualization
5. Other
8. Did not discuss
9. Did not know

Why?

1. Because teachers need to be familiar with new techniques
2. We have to teach kids to learn to live with one another
3. We have a number of Spanish-speaking kids
5. Other
8. Did not discuss
9. Did not know

If you are a teacher, do you need inservice help in this area?

1. Yes
2. No
5. Other
8. Did not discuss
9. Did not know

What kind?

1. More work on teaching strategies
2. More work on motivational issues
3. Time to review curriculum materials
5. Other
8. Did not discuss
9. Did not know

TOPIC 8: PARTICIPATION: STATE OF THE FIELD

ISSUE 1: What ISTE experience have you been involved in during the last two years in any role (as organizer, trainee, instructor, project monitor, etc.)?

1. Organizer
2. Trainee
3. Instructor
4. Project monitor
5. Other
7. Combination of roles
8. Did not discuss

ISSUE 2: What motivated you to participate in these experiences?

1. Primarily for self-growth and experience
2. To better help the children
3. Forced to attend
4. Saw the need in different schools
5. Other
8. Did not discuss
9. Did not know

ISSUE 3: How satisfactory were the ISTE experiences in which you participated?

1. Excellent
2. Very good
3. Fair (acceptable)
4. Poor
5. Other
8. Did not discuss
9. Did not know

TOPIC 9: DEVELOPING APPROPRIATE FISCAL ARRANGEMENTS

Several agencies presently contribute to the costs of ISTE, and teachers as individuals bear most of the cost.

ISSUE: What kinds of arrangements should be explored in an effort to find an appropriate fiscal base for ISTE? (For example, districts could contract for services from universities; states could fund networks of teacher centers; teacher organizations could contribute toward, or operate, ISTE centers. What are your views on this? What would you hope to see occur?

1. Any combination of above
2. State department of education
3. Joint effort between state department of education, school districts, and teachers
4. State department of education, federal government, and universities
5. Other
6. Local school district
8. Did not discuss
9. Did not know

APPENDIX C

TEACHER CORPS RECRUITMENT AND TECHNICAL RESOURCE CENTERS

Western RTR Center
William C. Hill, Director
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Midwestern RTR Center
Floyd T. Waterman, Director
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Northeastern RTR Center
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Howard University
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Southeastern RTR Center
Michael G. Baker, Director
University of Georgia
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APPENDIX D

PROJECT CONSULTANT INTERVIEWERS

Ursula Anderson	Midwestern RTR Center
Roxie Bagley	Western RTR Center
Michael Baker	Southeastern RTR Center
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James Boyer	Kansas State University
Elsa Brizzi	University of Southern California
Carol Bryant	Wayne County Junior College, Detroit
Roger Bryant	Southeastern RTR Center
Ronald Butler	Carroll County, Georgia School System
Francine Clemons	Washington, D. C. Public Schools
Paul Collins	New York Teacher Corps Network
Suzie Collins	Pasadena Unified School District
Carol Coy	Northeastern RTR Center
Joyce Ellis	Boston Indian Council
Floyd Falany	Reinhart College
Paul Fisher	University of Southern California
Eugene George	University of South Carolina
Eileen Goins	University of Seattle
Turner Goodlow	Houston Independent School District
John Green	University of South Alabama
Marilyn Harper	Stanford University
Edith Harrison	Portland COP Project
William C. Hill	Western RTR Center
Willie Hodge	University of Toledo
Janet Hunter	Compton Unified School District
Andrew Johnson	Wayne State University
Bruce Joyce	Stanford University
Mary Kelley	Consultant, Worcester, Mass.
Hal Knight	West Virginia Institute
Margaret Koch	Pasadena Unified School District

Reba Lassiter	Pasadena Unified School District
Billie Lipsey	Detroit Public Schools
Mary Logan	Federal City College
Patricia Matthews	Northeastern RTR Center
Donald Mims	Los Angeles City Schools
Barbara Ogletree	Southeastern RTR Center
Roger Pankratz	Western Kentucky University
Donald Parker	Northeastern RTR Center
Lucy Peck	Hofstra University
Lorenzo Reid	Consultant, Washington, D. C.
Terry Rice	Stanford University
Joseph Romo	Western RTR Center
Richard Stroup	Costa Mesa School District
Beulah Tumpkin	Consultant, Detroit
Rupert Trujillo	University of New Mexico
Barbara Vance	Great Lakes RTR Center
Susan Vernand	Pasadena Unified School District
Floyd Waterman	Midwestern RTR Center
Doris Wilson	Southeastern RTR Center
James Wilson	Wayne State University
Roger Wilson	Northern Arizona University